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IDENTIFIERS	Ditto Masters

ABSTRACT

The supplement and ditto packet to the science/math strand of unit five contains materials to help the teacher carry out the instructional and assessment activities to kits 17-20. The two packets provide materials for both classroom activities and seatwork for individual students. Seatwork is intended for presentation under supervision rather than as individual tasks. Language on the materials for classroom use is in Spanish and the introductions to the packets are in Spanish and English. Supplement illustrations are provided to help stimulate oral language and conceptual development. In this unit they identify changes in matter with cutouts, show interaction, illustrate weather conditions, and group objects by systems. Science processes presented in this unit are observing, classifying, inferring, predicting, communicating, using numbers, and measuring. The ditto packet provides ditto masters for such activities as math problems, time-telling exercises, charts, clothes for paper dolls, and cutouts which distinguish the elements of a school community. Like the other strands of unit five, this strand features the theme of the school as a community. (DS)

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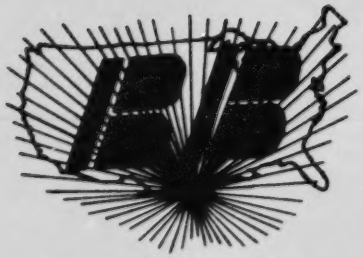
Unit 5 Kits 17-20

Science/Math Strand

Supplement



DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE
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MIAMI, FLORIDA

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Dissemination Center for Bilingual Bicultural Education
Education Service Center, Region XIII
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Spanish Curricula Development Center
Dade County Public Schools
1420 Washington Ave., Miami Beach, Fla. 33139

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

El señor Gustavo González contribuyó al proceso de producción de estos materiales.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Mr. Gustavo González contributed to the processing of these materials.

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Quality Control, SCDC

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Production Editor, DCBBE

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Project Manager, SCDC

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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las Sras. Irma Laucerica, Elpa Soler, Elva Sieg, Rose L. Nash y Olga Alonso.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Irma Laucerica, Elpa Soler, Elva Sieg, Rose L. Nash and Olga Alonso.

Gladys G. Rodríguez
Chairman, Kit Manufacture

KIT 17

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Para usar con Science/Math Strand

Kit 17, Suplemento

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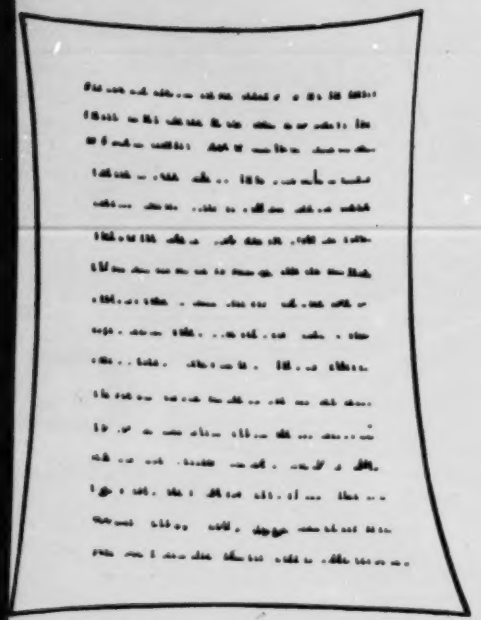

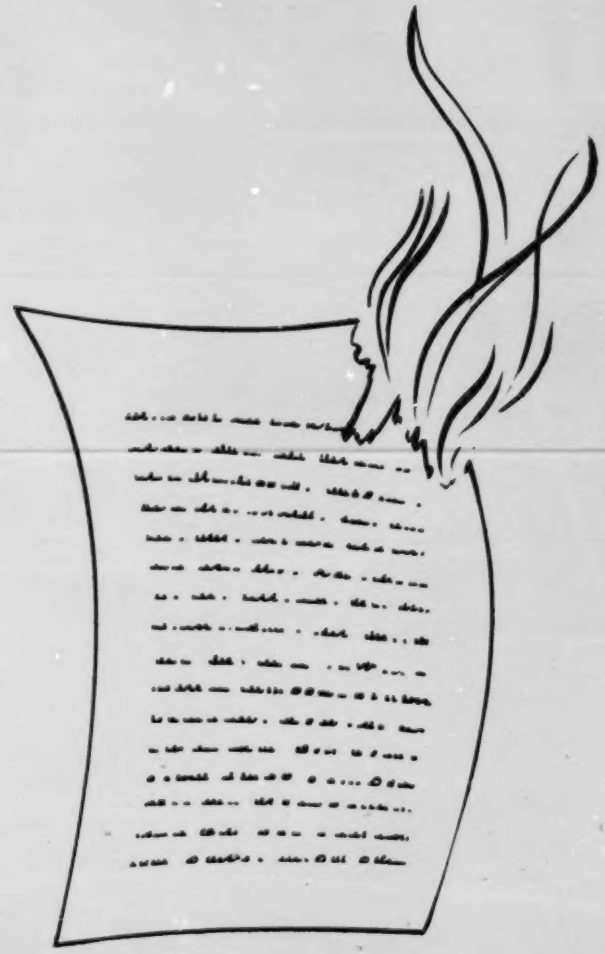

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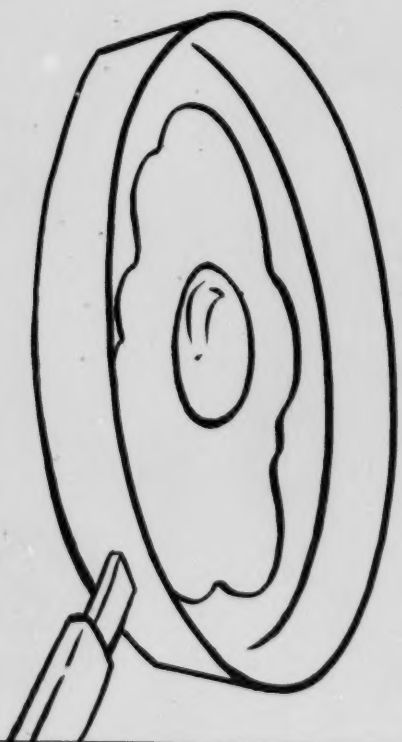

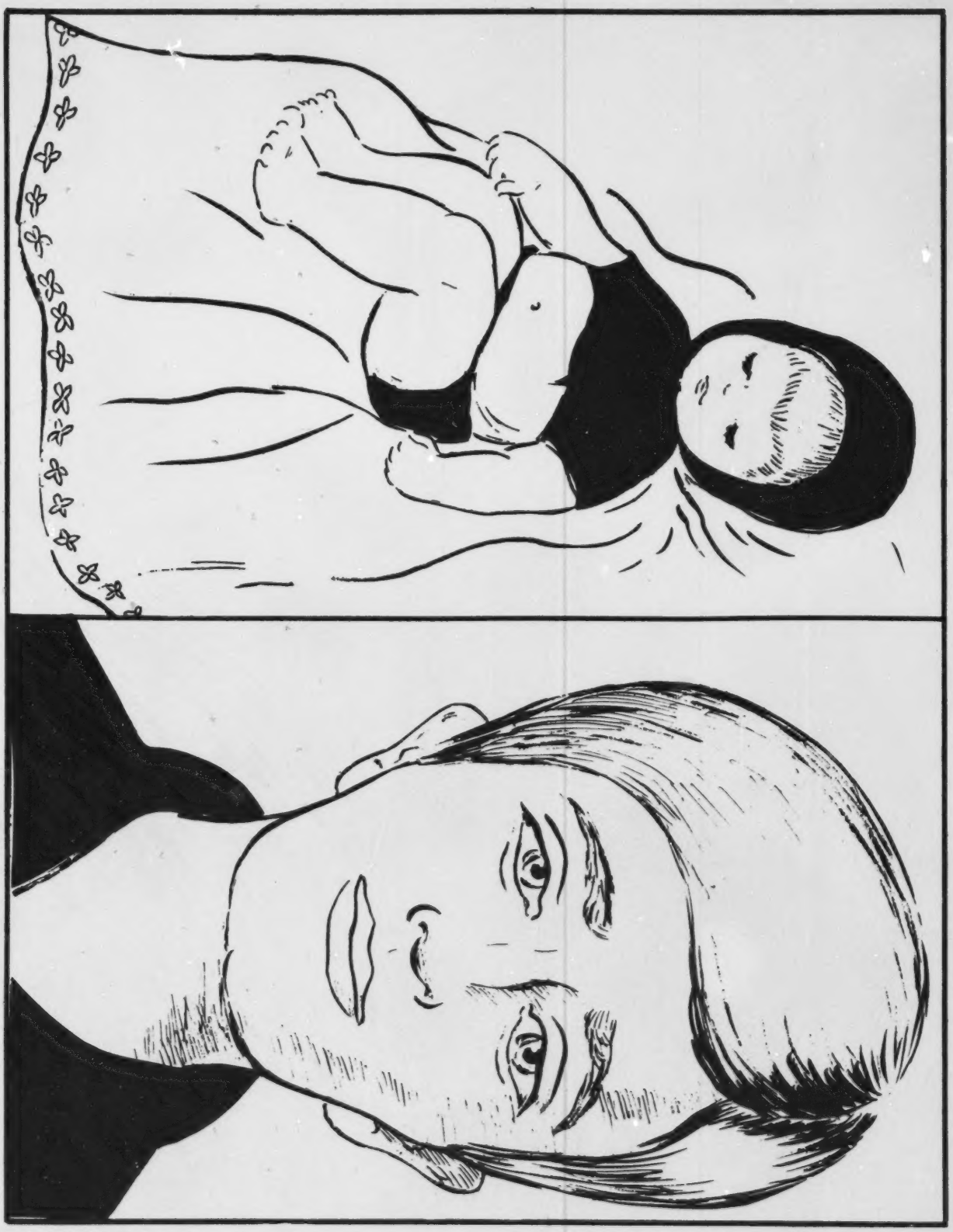

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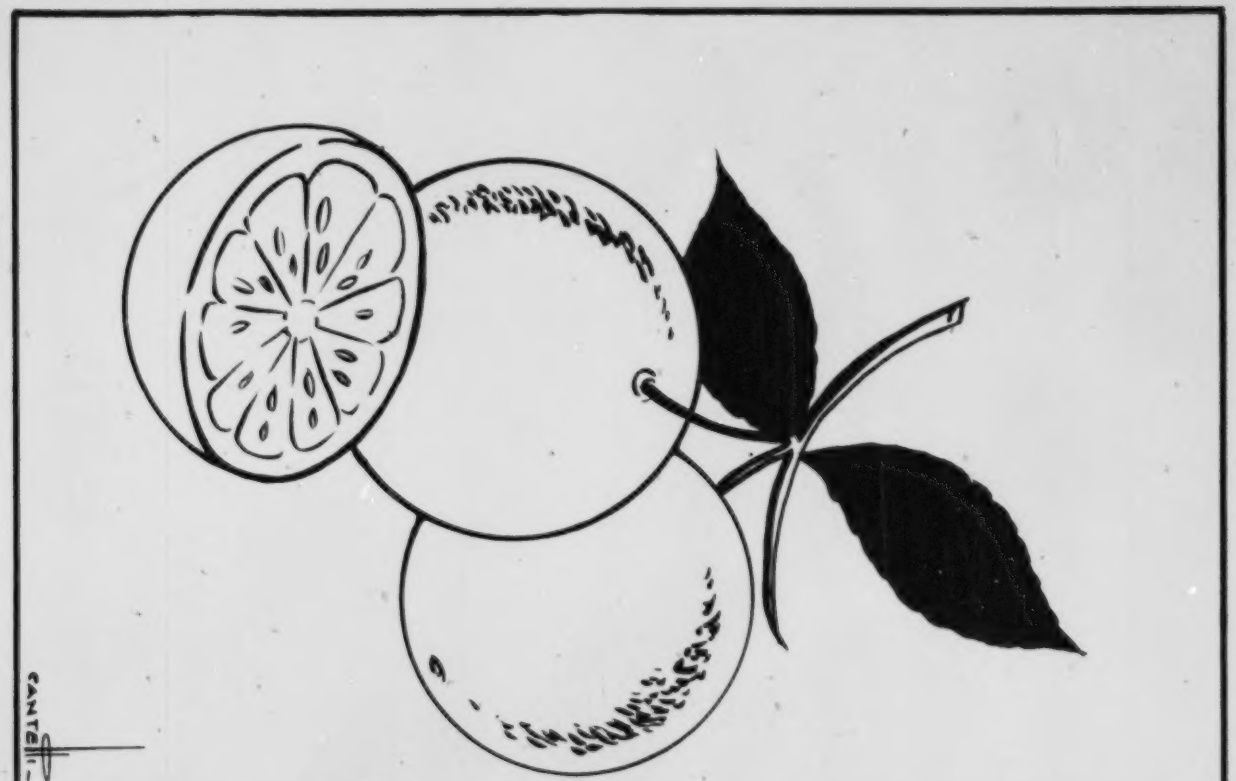

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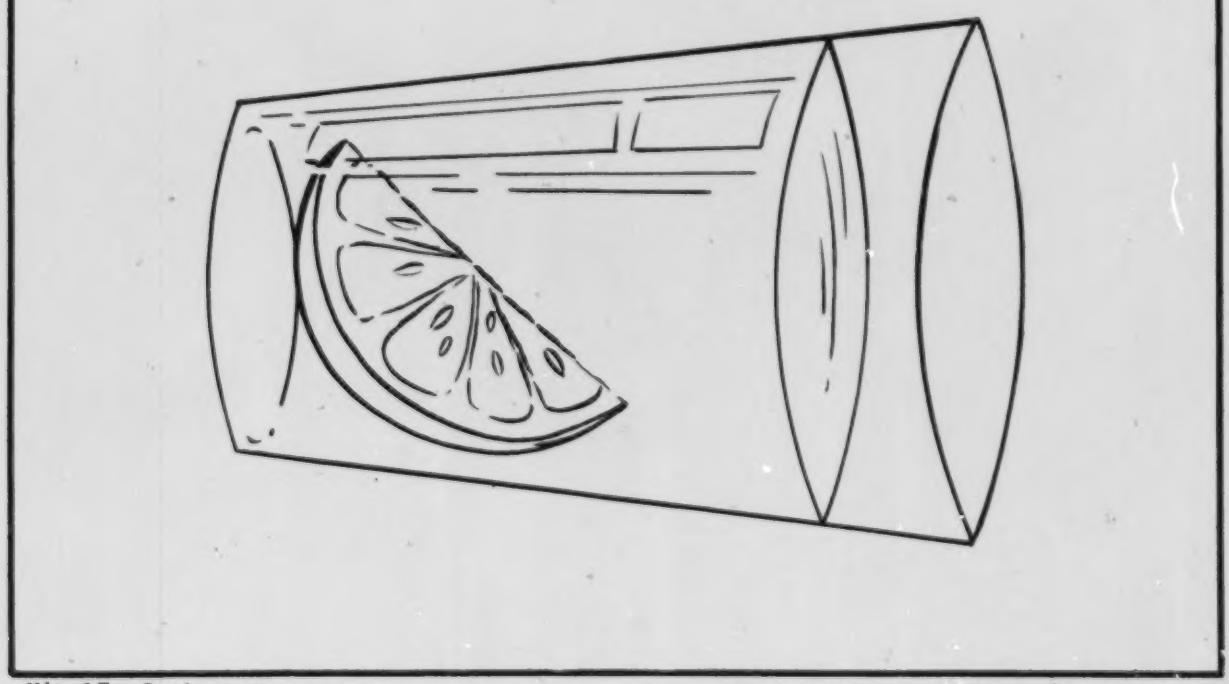

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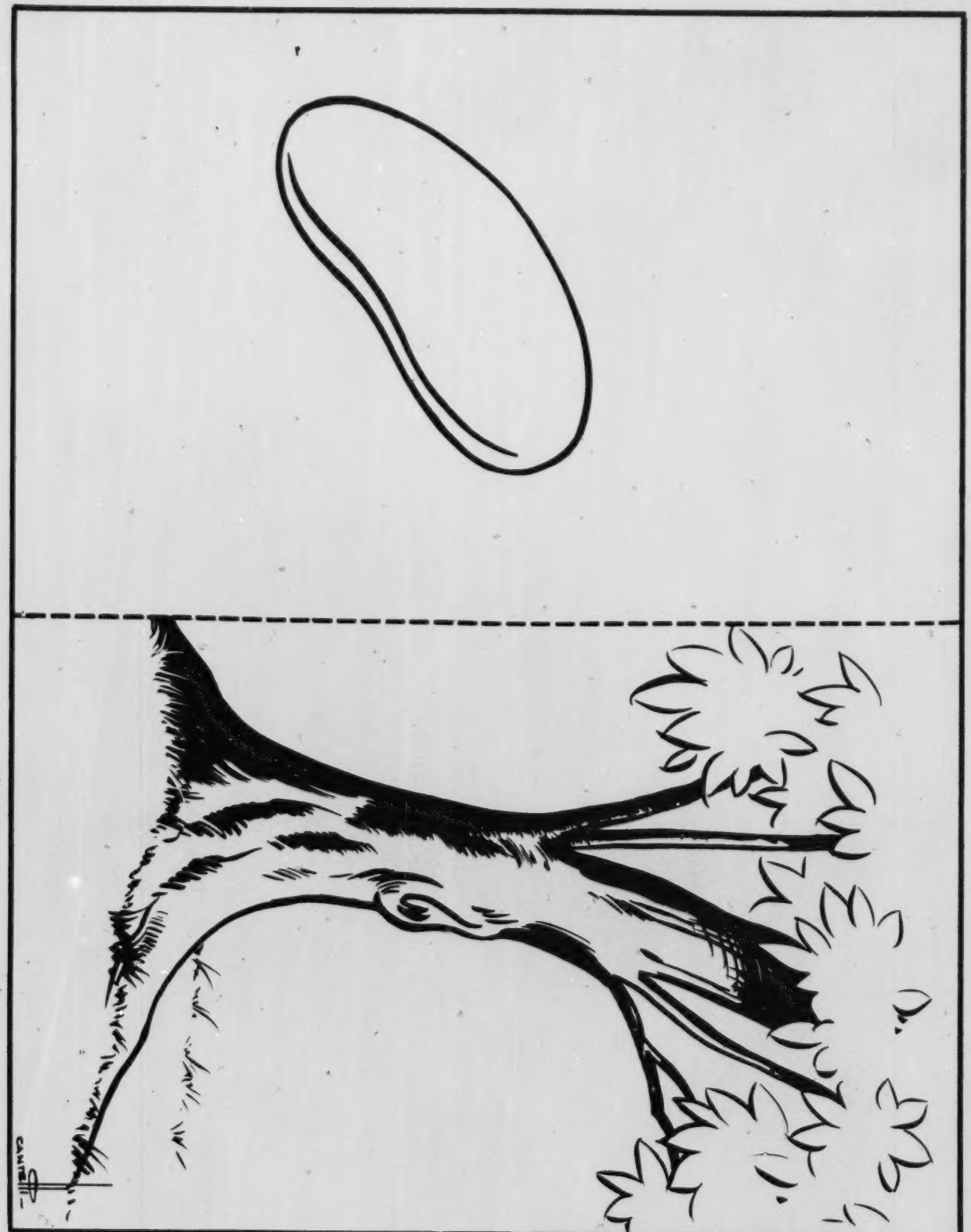

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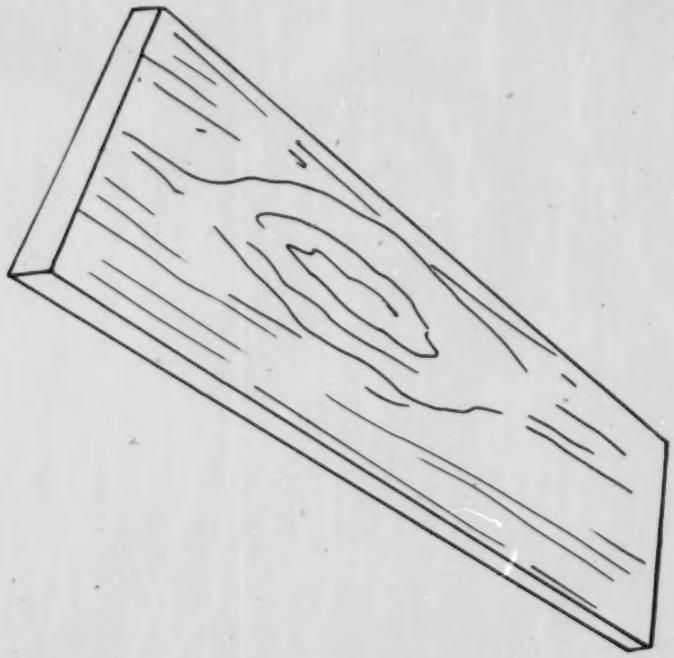

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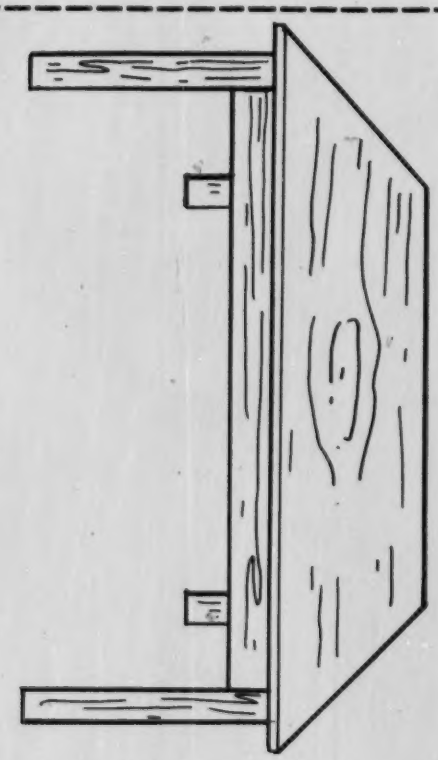

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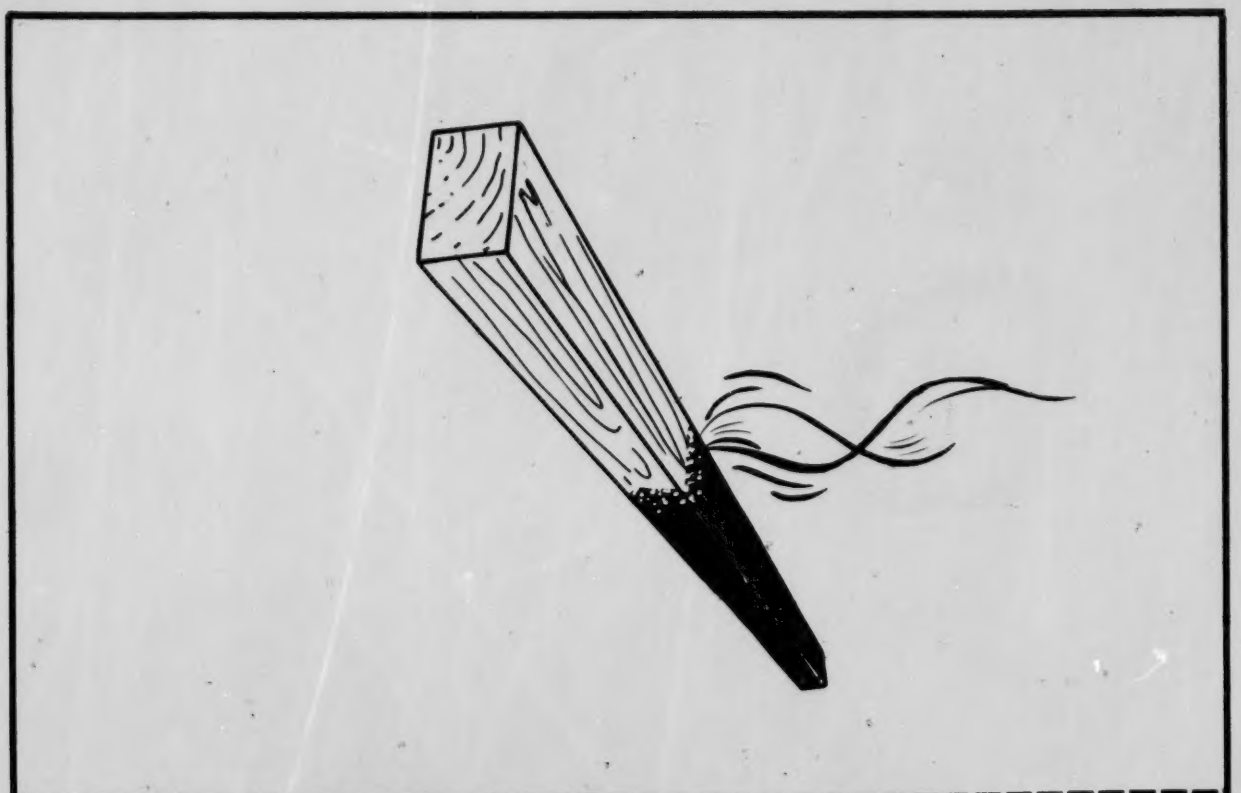

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1 decena	2 decenas
3 decenas	4 decenas
5 decenas	6 decenas
7 decenas	8 decenas
9 decenas	10 decenas

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25	☐	25	74	☐	30
39	☐	40	45	☐	80
91	☐	21	26	☐	26
75	☐	75	40	☐	70
84	☐	34			

2

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30 = ____ DECENAS

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80 = ____ DECENAS

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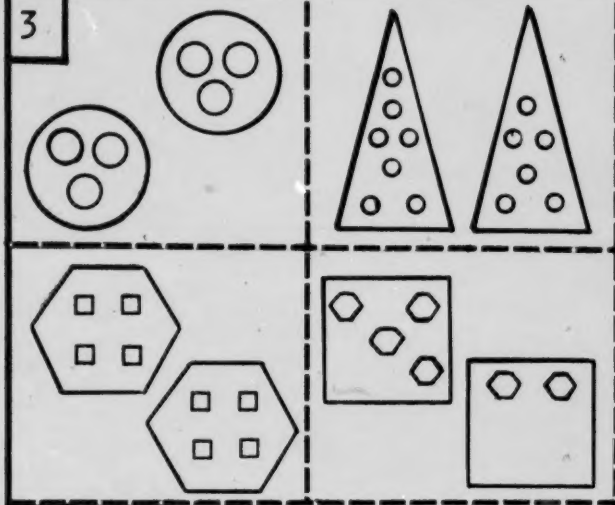

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_ 36 _	_ 21 _
_ 24 _	_ 66 _
_ 81 _	_ 30 _
_ 36 _	

5

NUMERALES

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Kit 17, Suplemento

Para usar con Science/Math Strand

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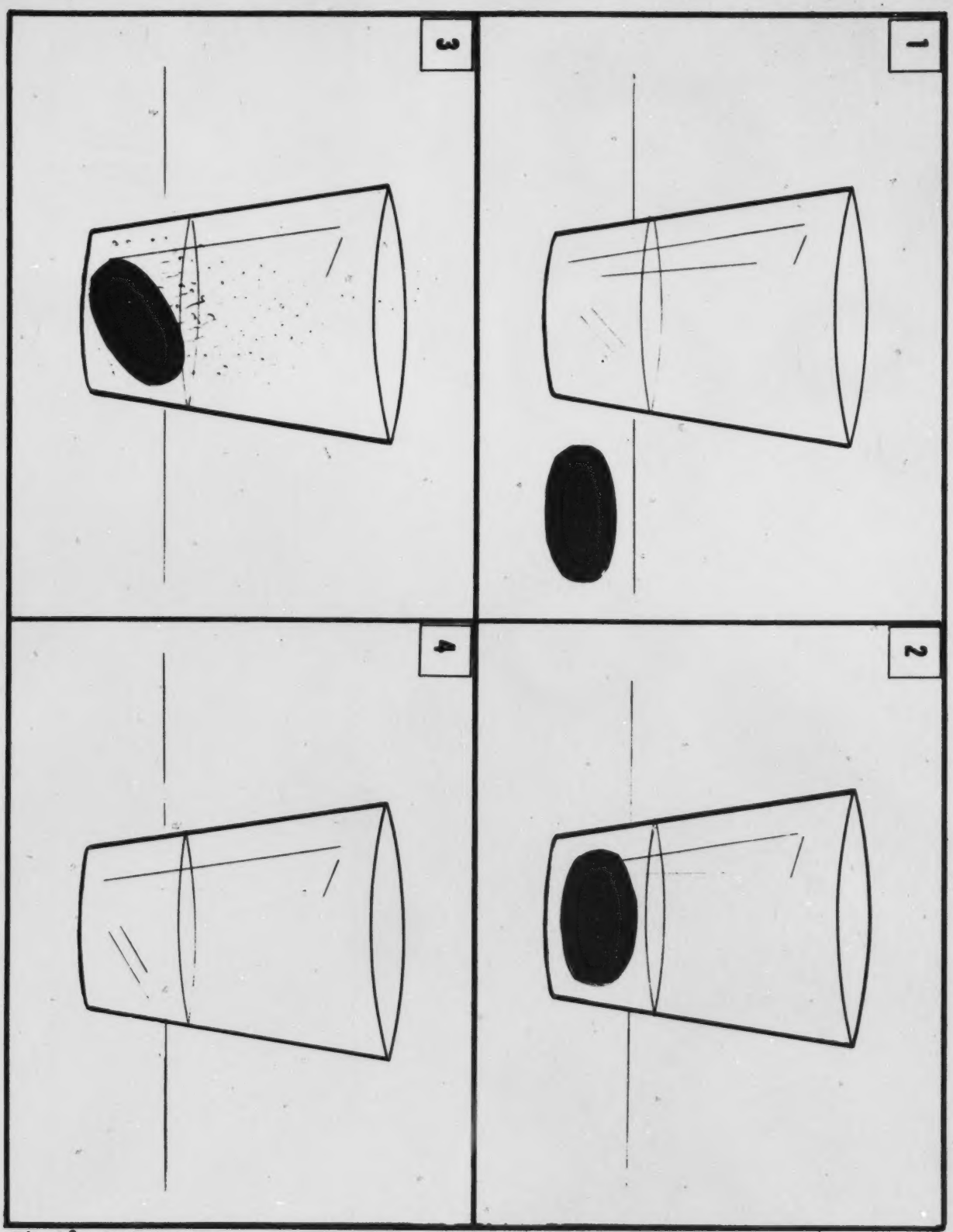
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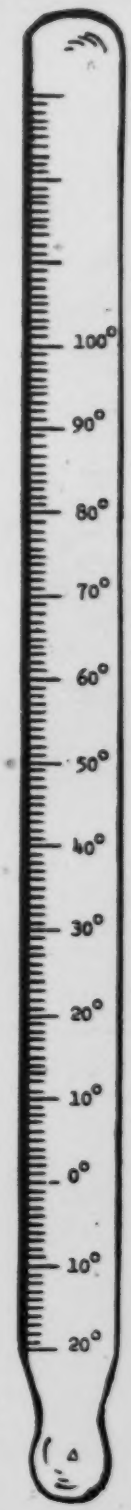

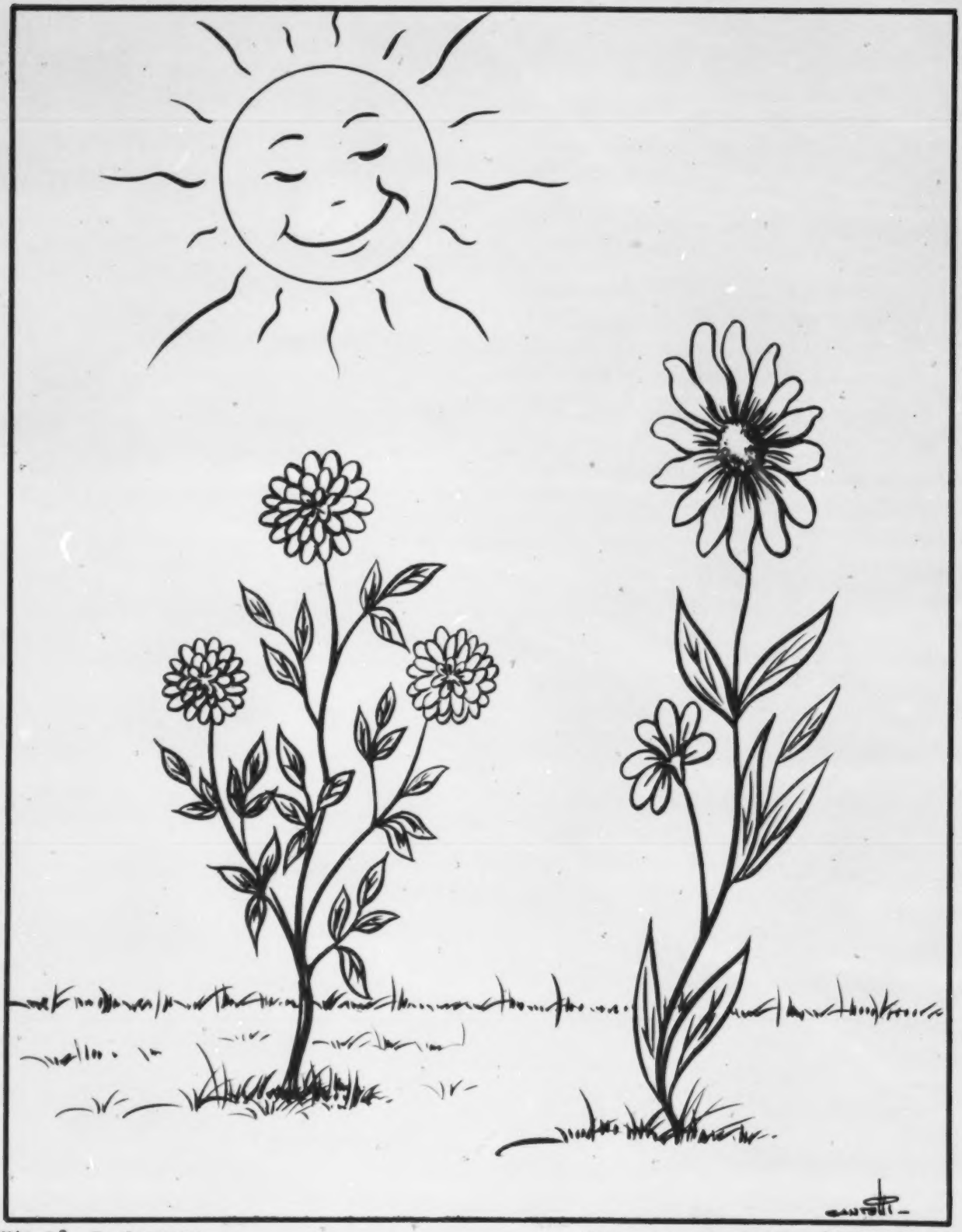

KIT 19

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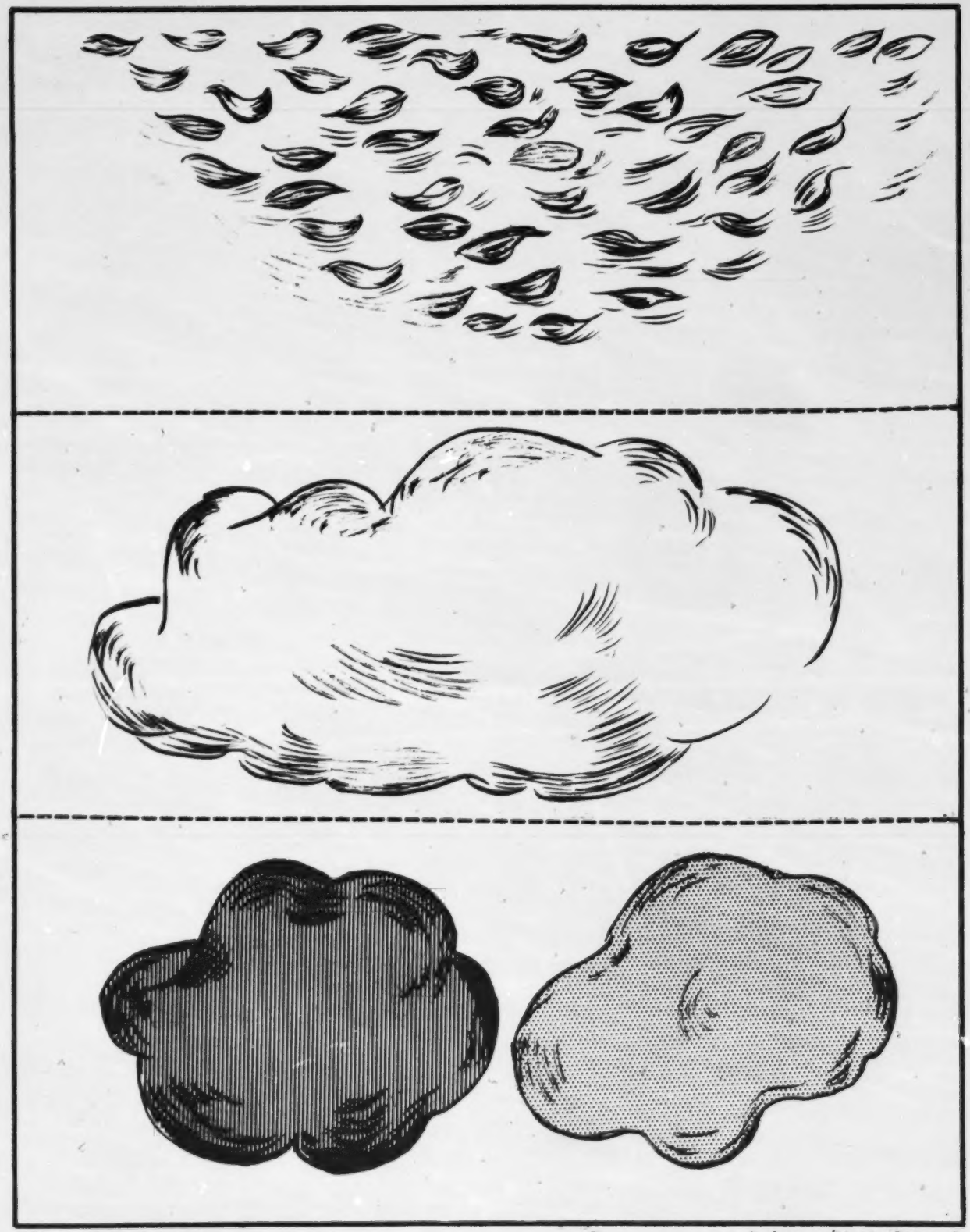

1 + 1 =	2 + 8 =
1 + 2 =	3 + 1 =
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1 + 4 =	3 + 3 =
1 + 5 =	3 + 4 =
1 + 6 =	3 + 5 =
1 + 7 =	3 + 6 =
1 + 8 =	3 + 7 =
1 + 9 =	4 + 1 =
2 + 1 =	4 + 2 =
2 + 2 =	4 + 3 =
2 + 3 =	4 + 4 =
2 + 4 =	4 + 5 =
2 + 5 =	4 + 6 =
2 + 6 =	5 + 1 =
2 + 7 =	5 + 2 =

9 - 1 =	6 - 4 =
8 - 7 =	6 - 3 =
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8 - 5 =	6 - 1 =
8 - 4 =	5 - 4 =
8 - 3 =	5 - 3 =
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7 - 6 =	4 - 3 =
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7 - 4 =	4 - 1 =
7 - 3 =	3 - 2 =
7 - 2 =	3 - 1 =
7 - 1 =	2 - 1 =
6 - 5 =	

KIT 20

(Pages 25-36)

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1 ¢	2 ¢
3 ¢	4 ¢
5 ¢	6 ¢
7 ¢	8 ¢
9 ¢	1 ¢
2 ¢	3 ¢
4 ¢	5 ¢
6 ¢	7 ¢
8 ¢	9 ¢

3 + 2 + 4	5 + 4 + 1
6 + 1 + 2	4 + 1 + 4
5 + 3 + 1	6 + 3 + 1
1 + 4 + 3	4 + 3 + 2
7 + 1 + 2	2 ± 2 + 2
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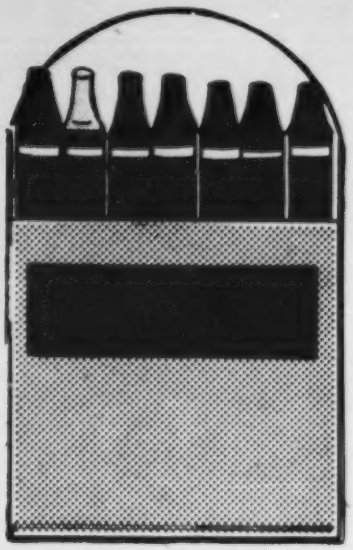
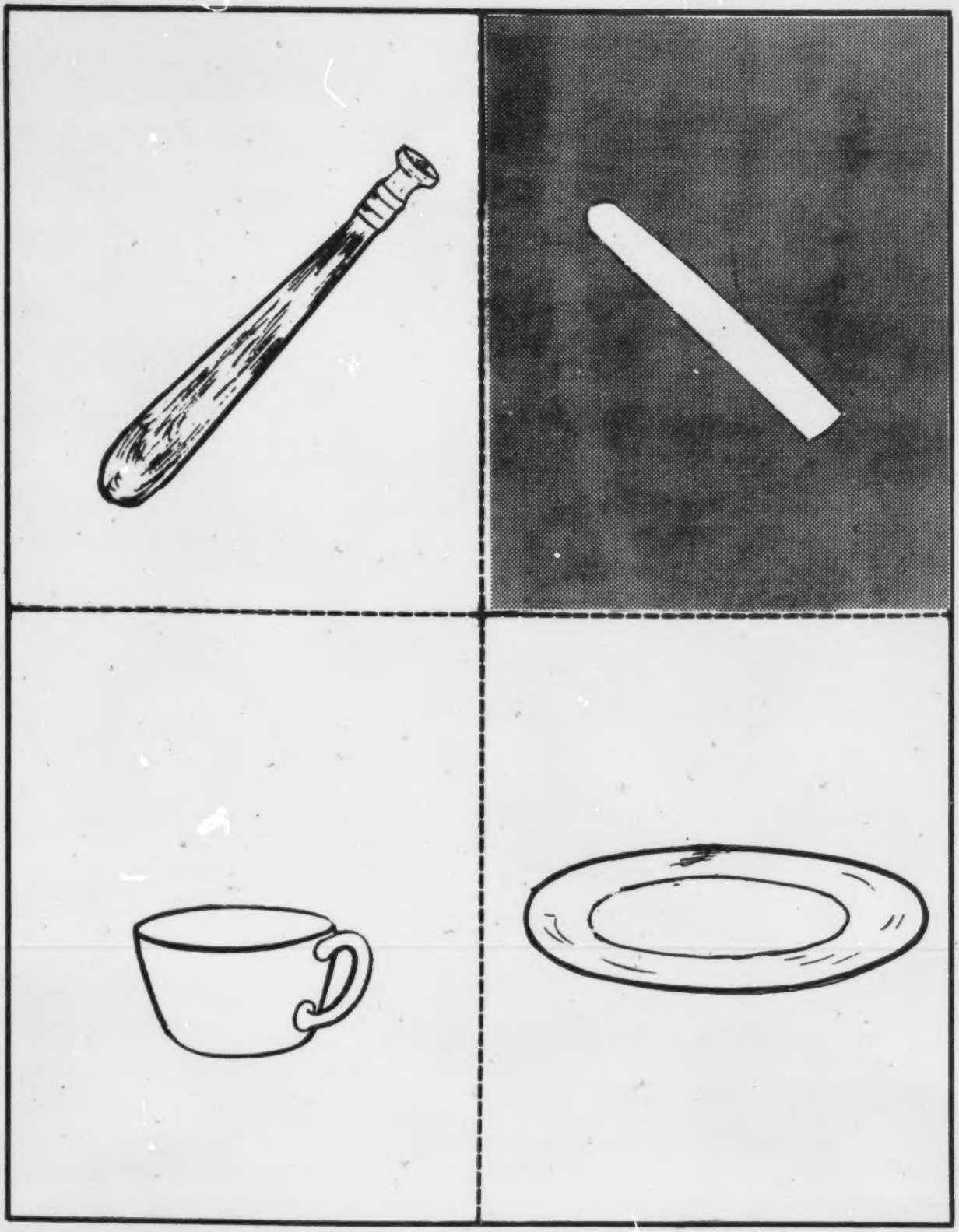
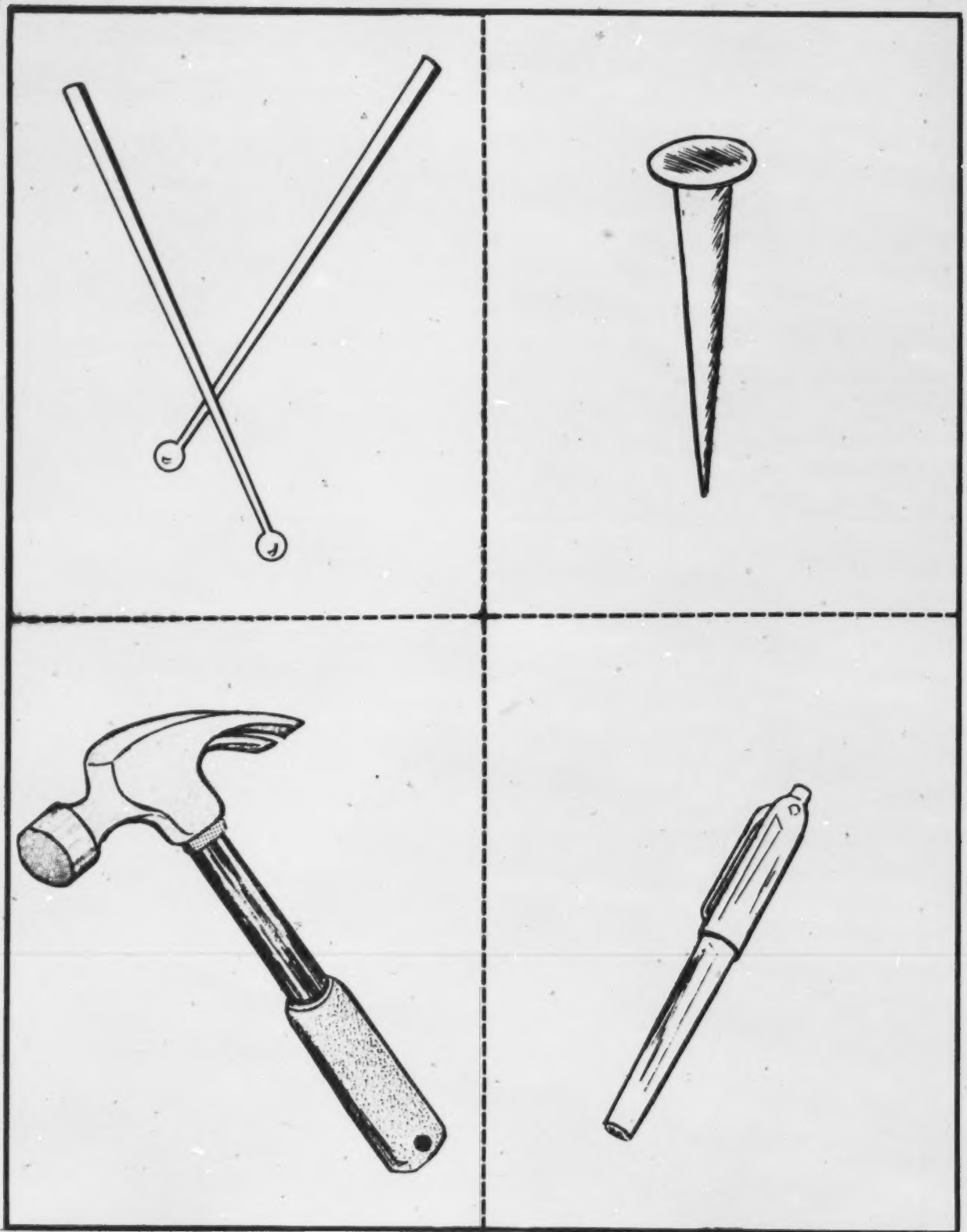
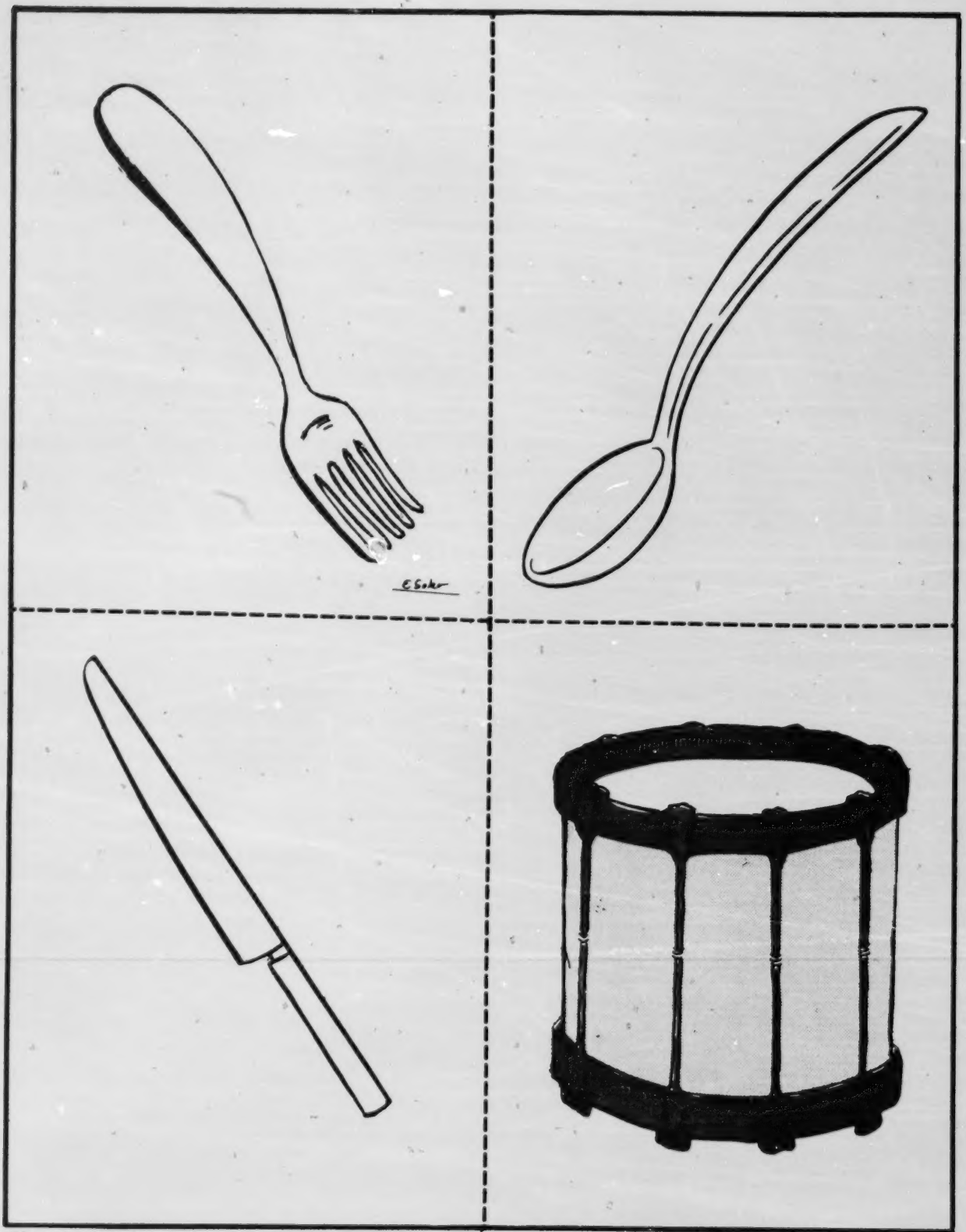






Kit 20, Suplemento

Para usar con Science/Math Strand



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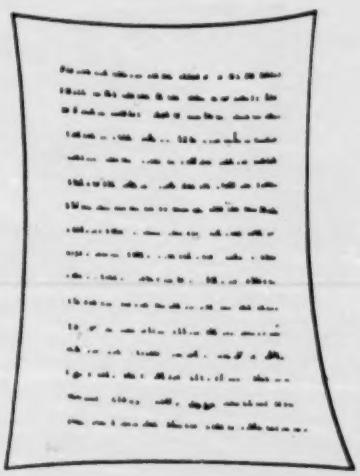

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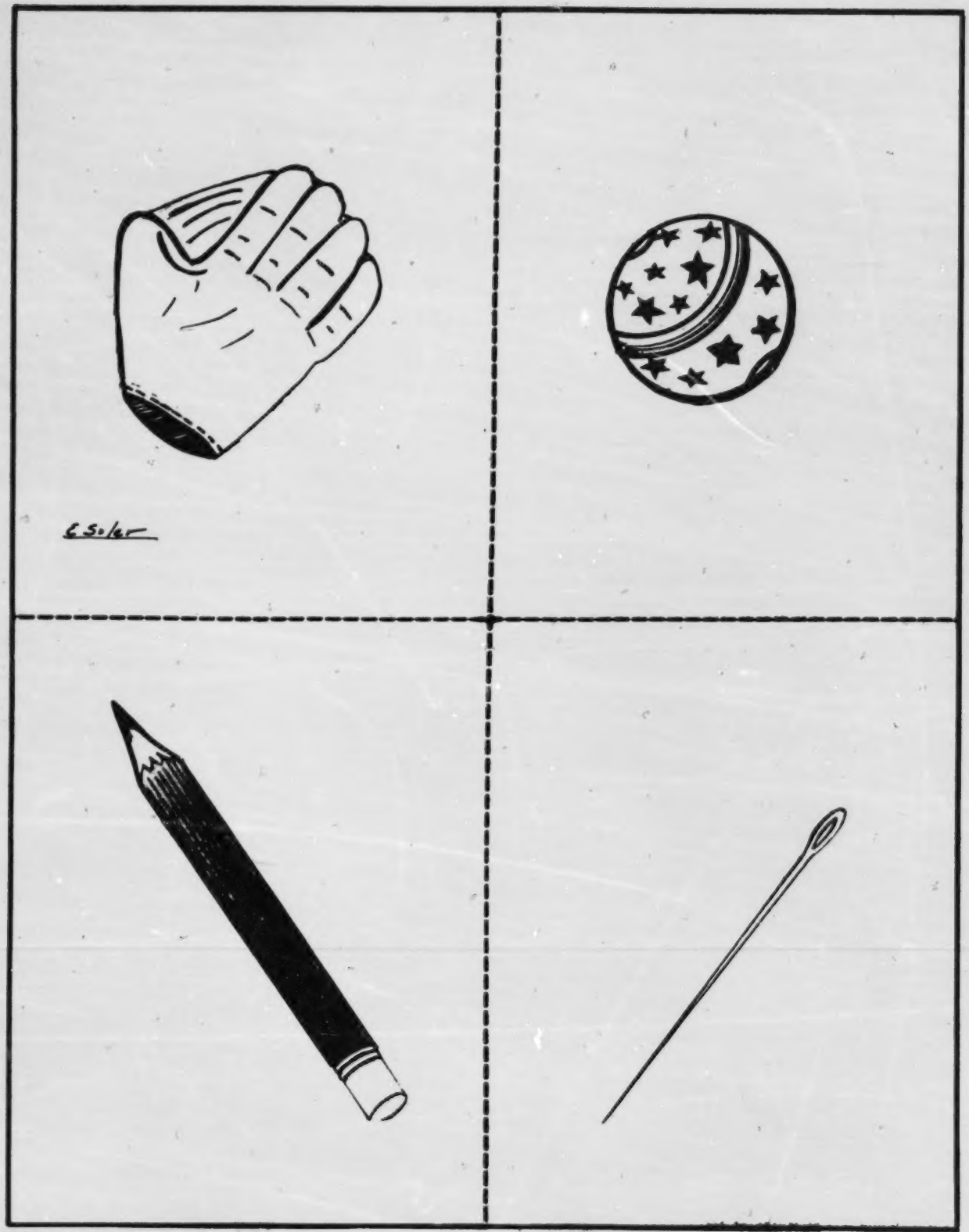
E. Soler

Para usar con Science/Math Strand

Kit 20, Suplemento

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Para usar con Science/Math Strand

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Kit 20, Suplemento

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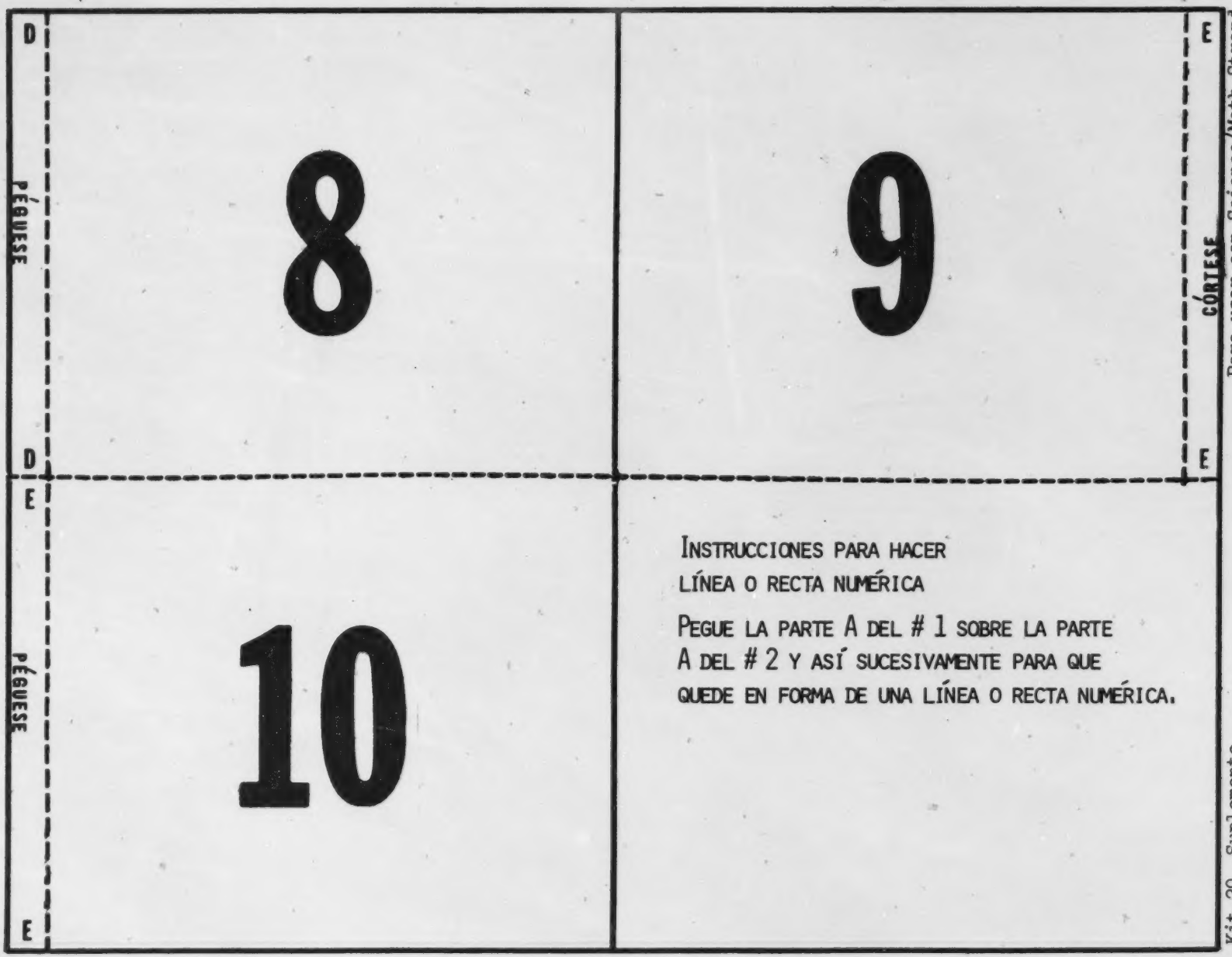

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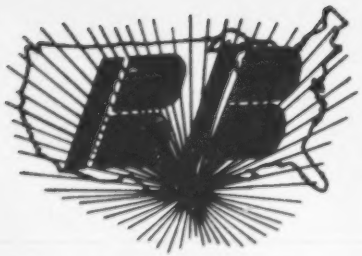
RC 010926

Unit 5 Kits 17-20

Science/Math Strand

Ditto Packet



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PREFACIO

El Centro para el Desarrollo de Cursos de Estudios en Español, se ha establecido bajo los auspicios del Bilingual Education Programs Branch, U.S.O.E., con el propósito de crear kits multidisciplinarios para respaldar los programas de educación bilingüe en los Estados Unidos.

Los materiales que aquí se incluyen integran uno de los cuarenta kits de instrucción básica para el nivel primario. Cada kit está diseñado para un período de instrucción de dos a tres semanas y contiene guías para el maestro y materiales suplementarios para las cinco ramas de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias/Matemáticas, Bellas Artes y Español como segunda lengua.

Este Conjunto de dittos revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, el Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

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El señor Gustavo González contribuyó al proceso de producción de estos materiales.

PREFACE

The Spanish Curricula Development Center has been established by the Bilingual Education Programs Branch, U.S.O.E., to create multidisciplinary kits to help support bilingual education programs in the United States.

The materials here included are components of one of forty basic instructional kits for the primary level. Each kit is designed for a period of instruction of two to three weeks and includes teacher's guides and support materials for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Ditto Packet incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish-background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions.

It is our hope that schools using the revised Ditto Packet will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Irma Laucerica, Olga Alonso, Elpa Soler y Rose L. Nash y el señor Paulino Fernández.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Irma Laucerica, Olga Alonso, Elpa Soler, Rose L. Nash and Paulino Fernández.

Gladys G. Rodríguez
Chairman, Kit Manufacture

KIT 17

(Pages 1-6)

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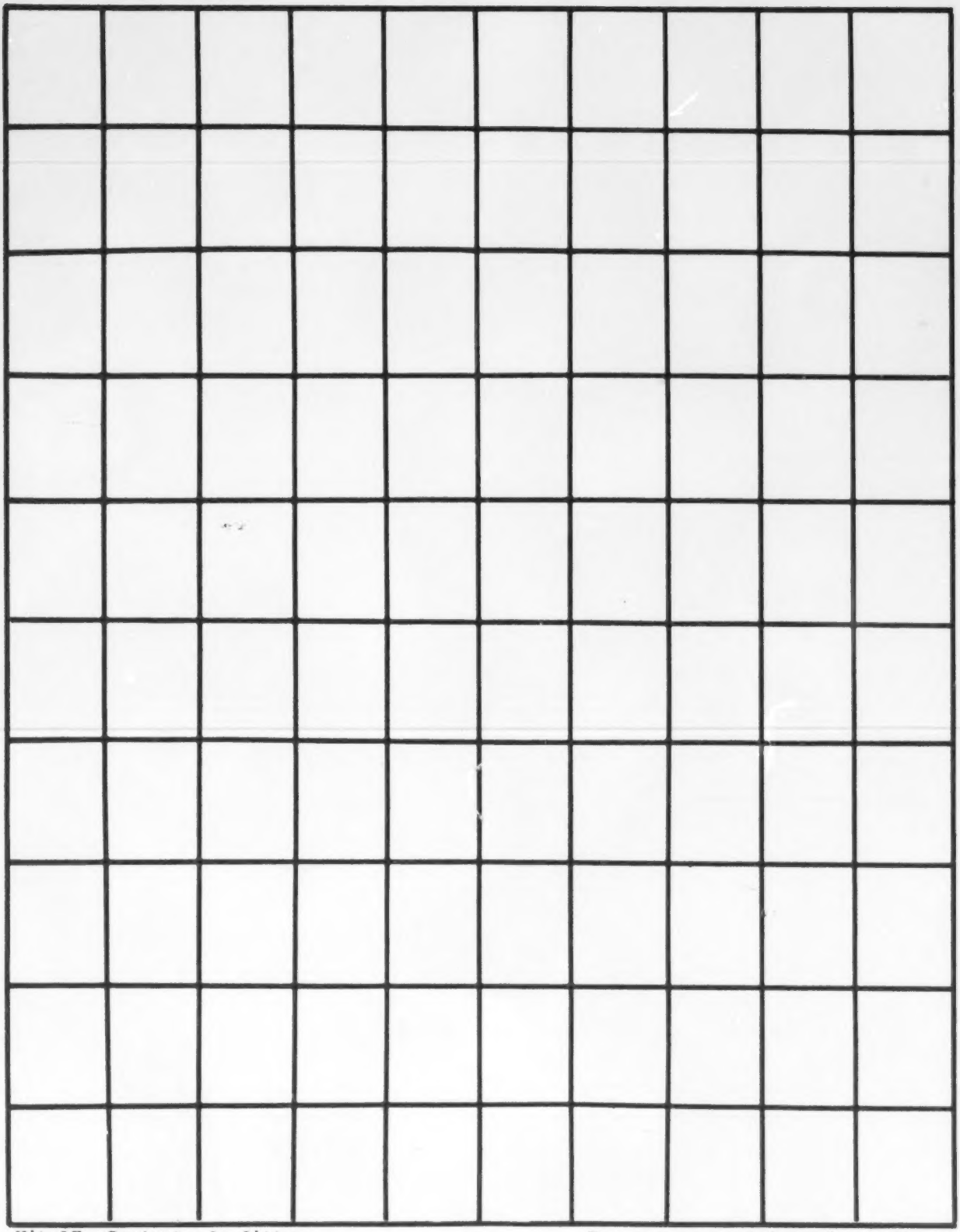

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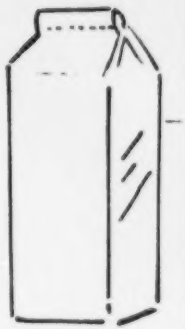
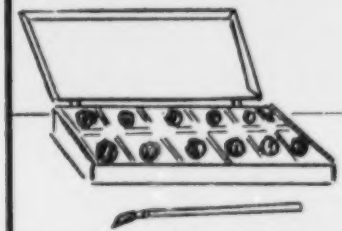


LECHE

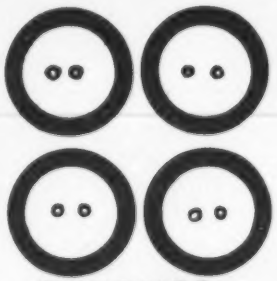
FRIJOLES O HABICHUELAS

ARENA



ACUARELA

AGUA



BOTONES

BOLITAS

SALSA DE TOMATE

AGUA

MIEL

AGUA

Nombre _____ Fecha _____

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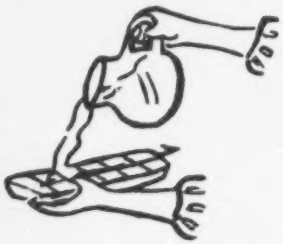

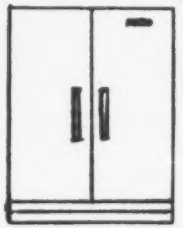

SÓLIDO	LÍQUIDO	GASEOSO

SÓLIDO	LÍQUIDO	GASEOSO

SÓLIDO	LÍQUIDO	GASEOSO

Kit 17, Conjunto de dittos

Para usar con Science/Math Strand

4

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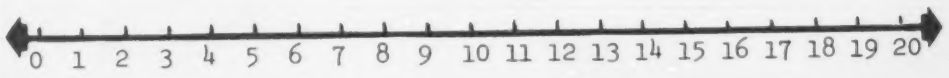

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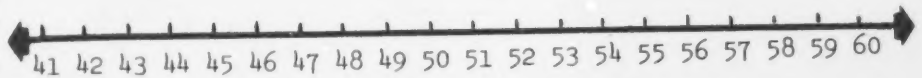
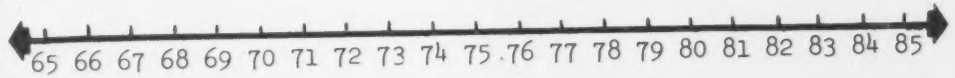


46 ◯ 56



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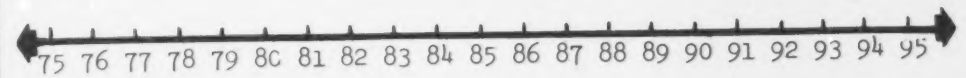

92 ◯ 70

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Kit 17, Conjunto de dittos

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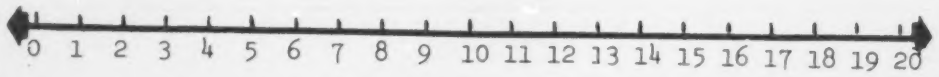

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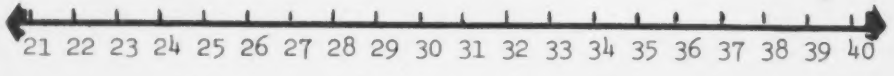
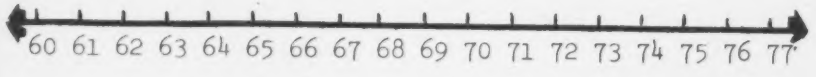
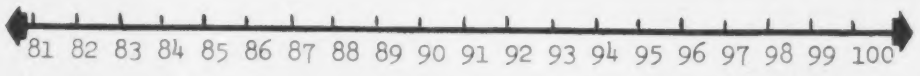


32 ◯ 24



64 ◯ 64



88 ◯ 100

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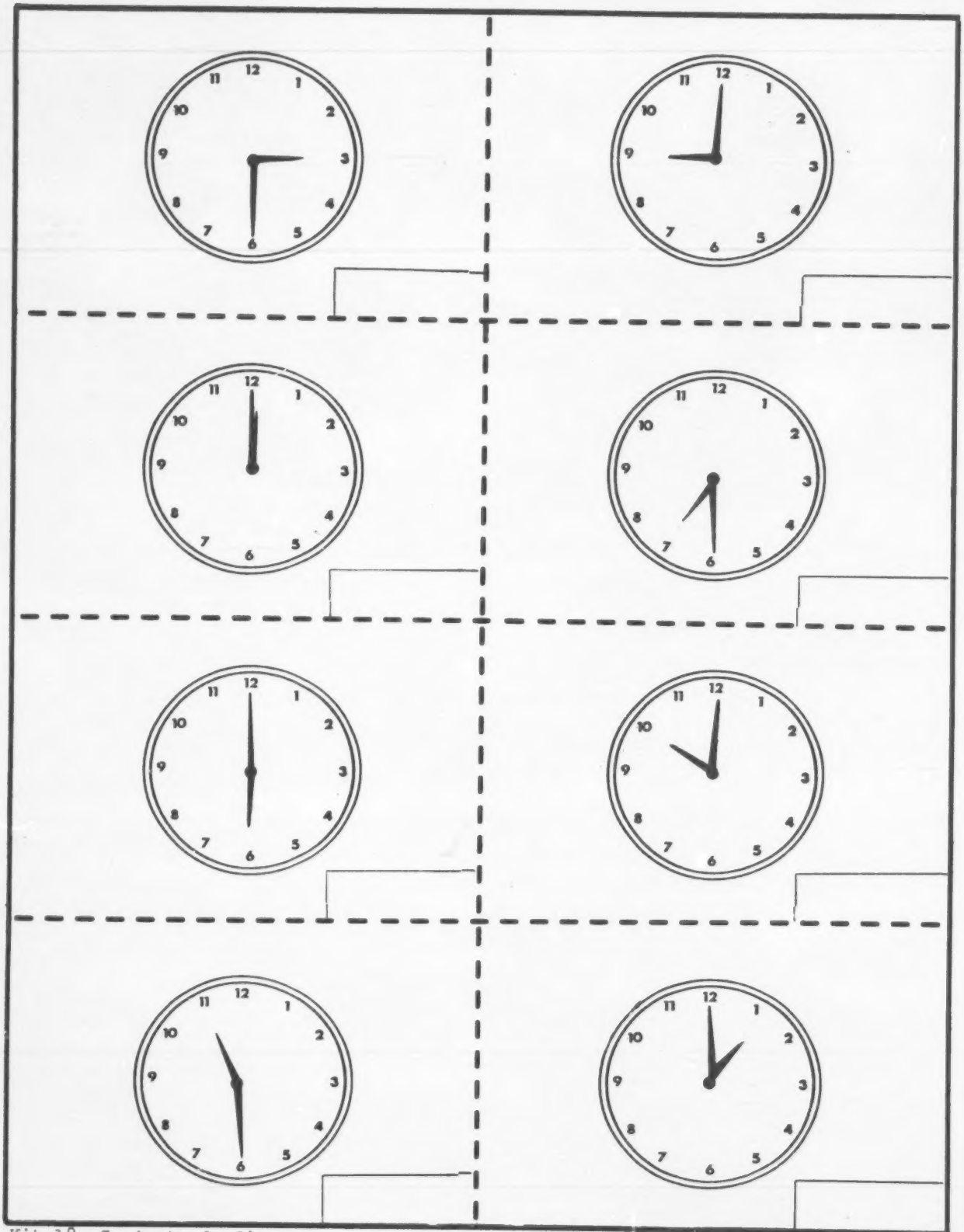
KIT 18

(Pages 7-13)



COLOQUE
LA LATA AQUÍ

1

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324, ___, ___, ___, ___,

948, 949, ___, ___, ___,

736, ___, ___, ___, ___,

900, ___, ___, ___, ___,

520, ___, ___, ___, ___,

101, ___, ___, ___, ___,

2

49 ☐ 90

35 ☐ 44

66 ☐ 75

70 ☐ 18

81 ☐ 65

53 ☐ 36

20 ☐ 18

3

5, ___, ___, ___,

___, ___, ___, ___,

___, ___, ___, ___,

___, ___, ___, ___,

___, ___, ___, ___,

4

___ 324 ___

___ 766 ___

___ 500 ___

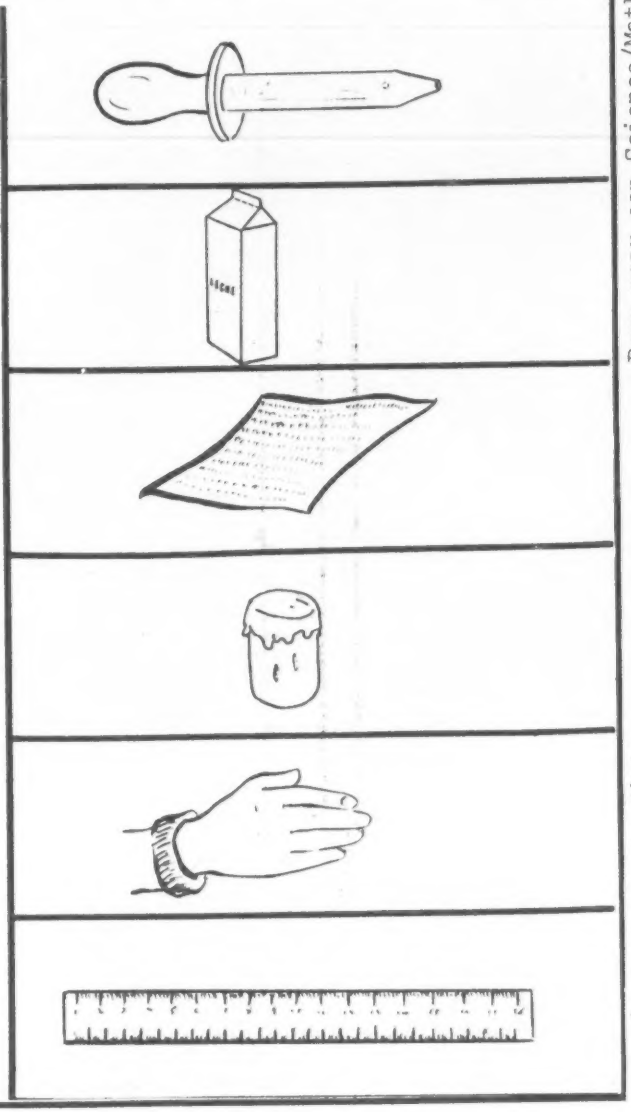
___ 221 ___

___ 349 ___

___ 998 ___

___ 802 ___

Nombre _____ Fecha _____



65°

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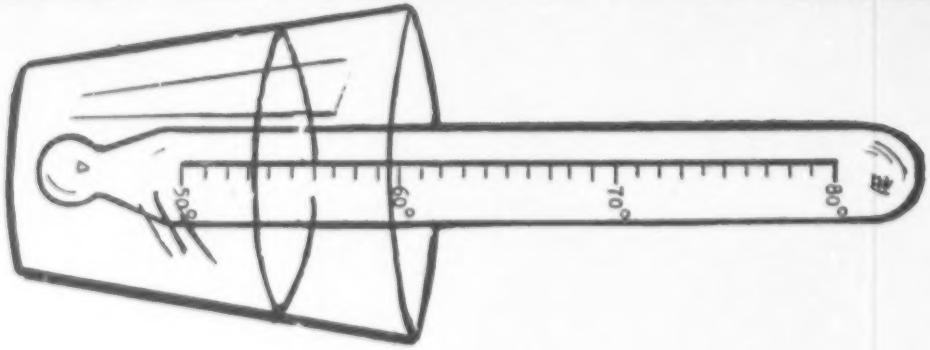
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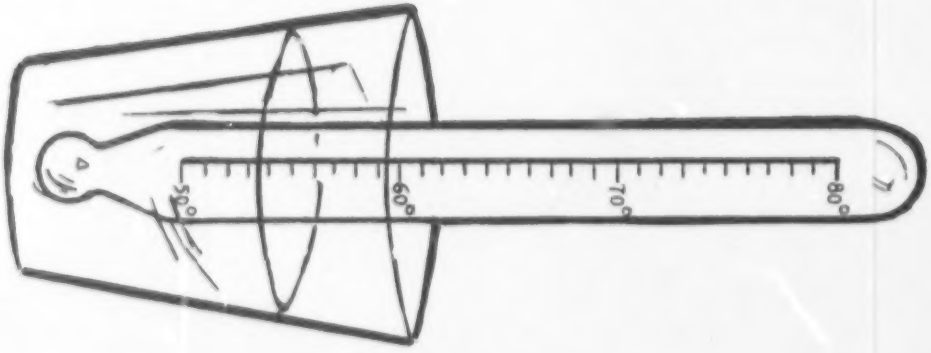
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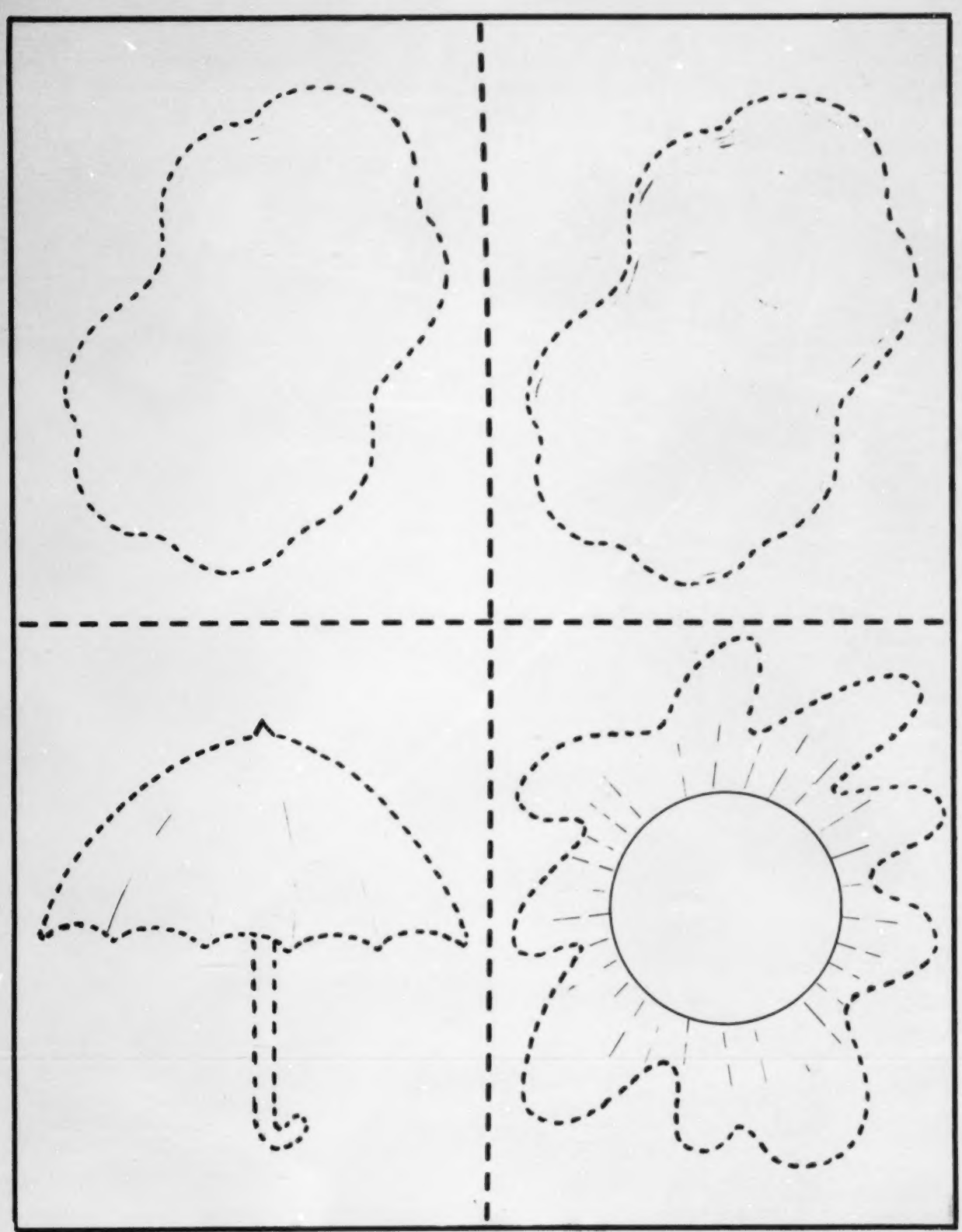
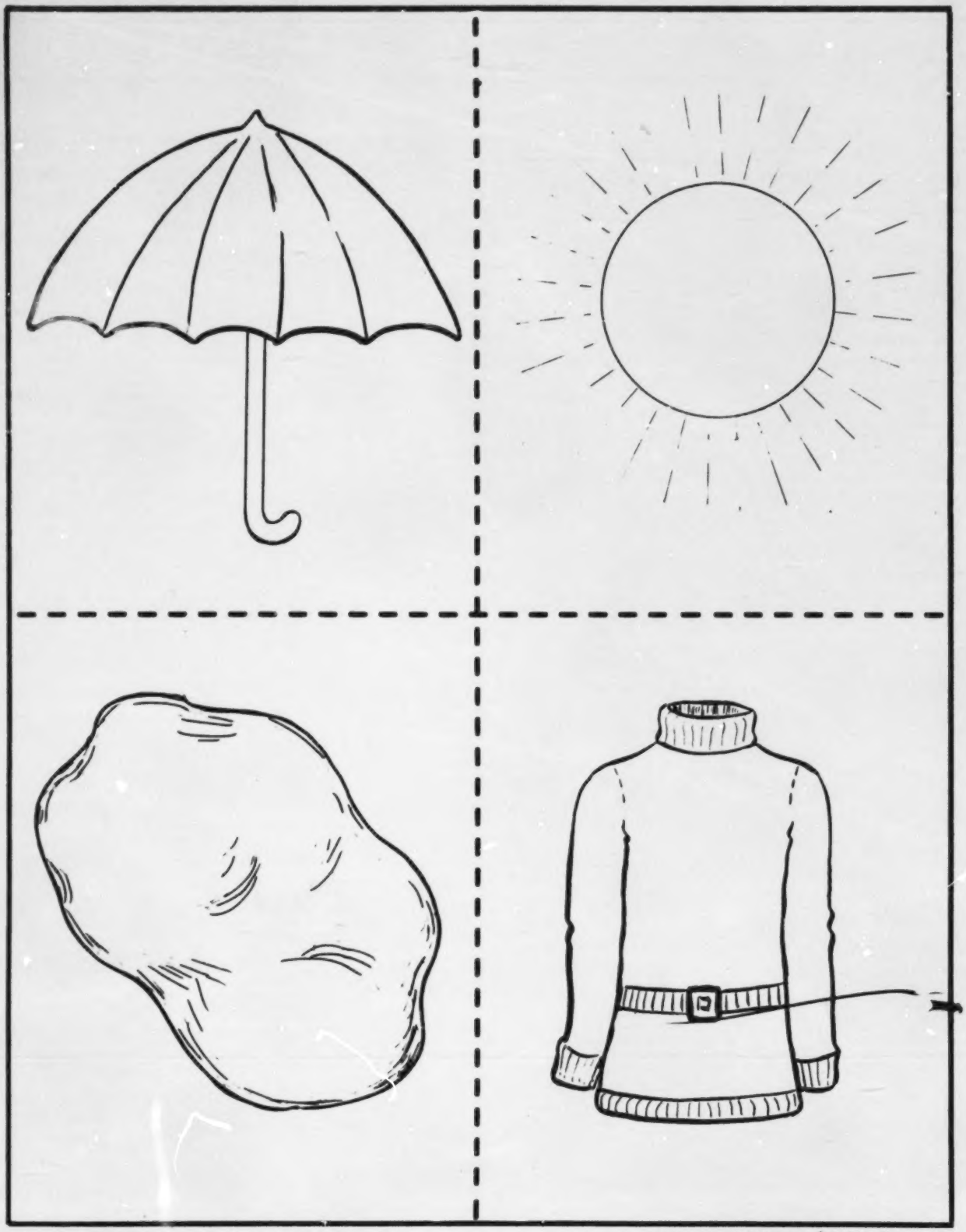
KIT 19

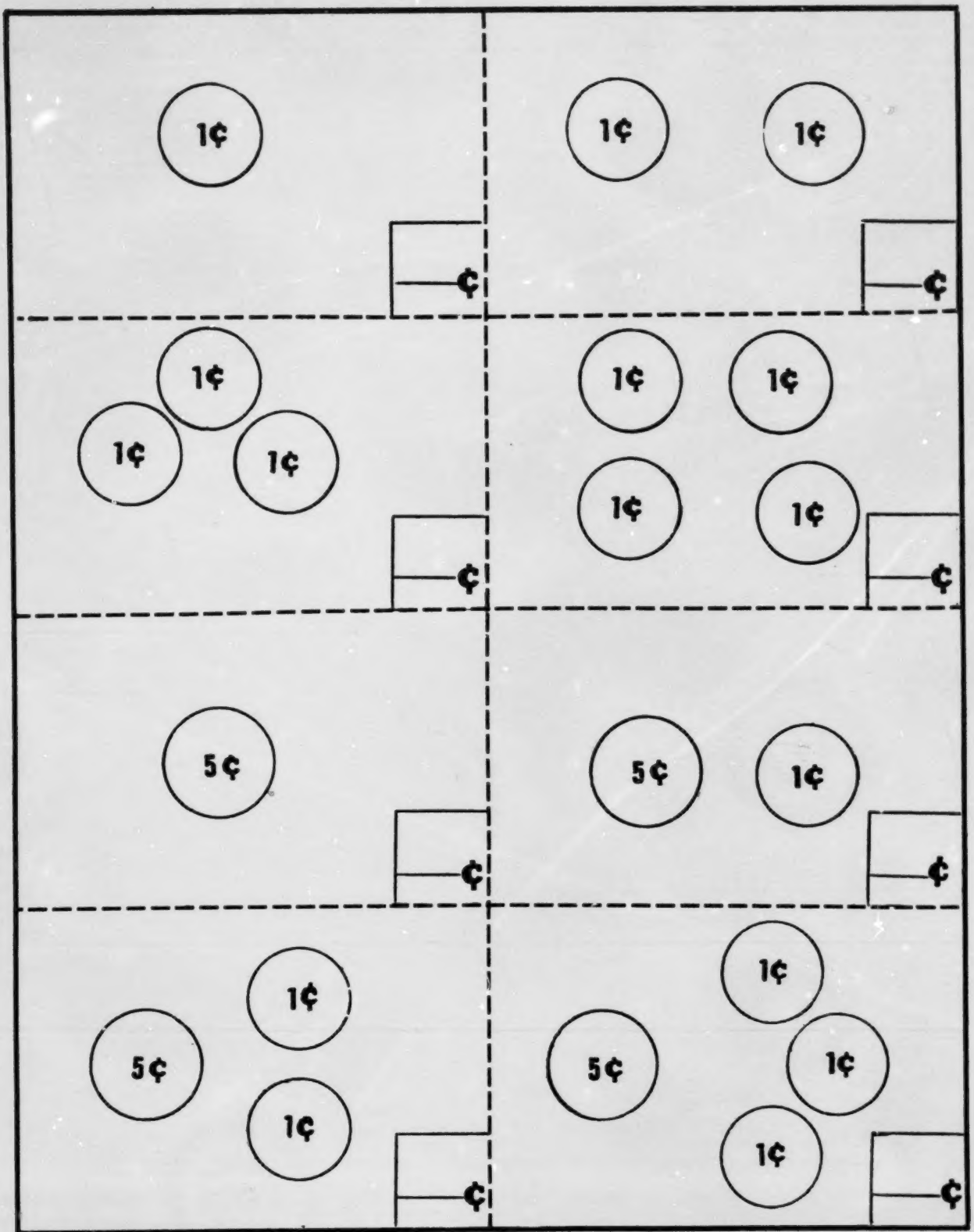
(Pages 14-30)





Pon el nombre del mes y los números correspondientes a los días. Por ejemplo:		

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO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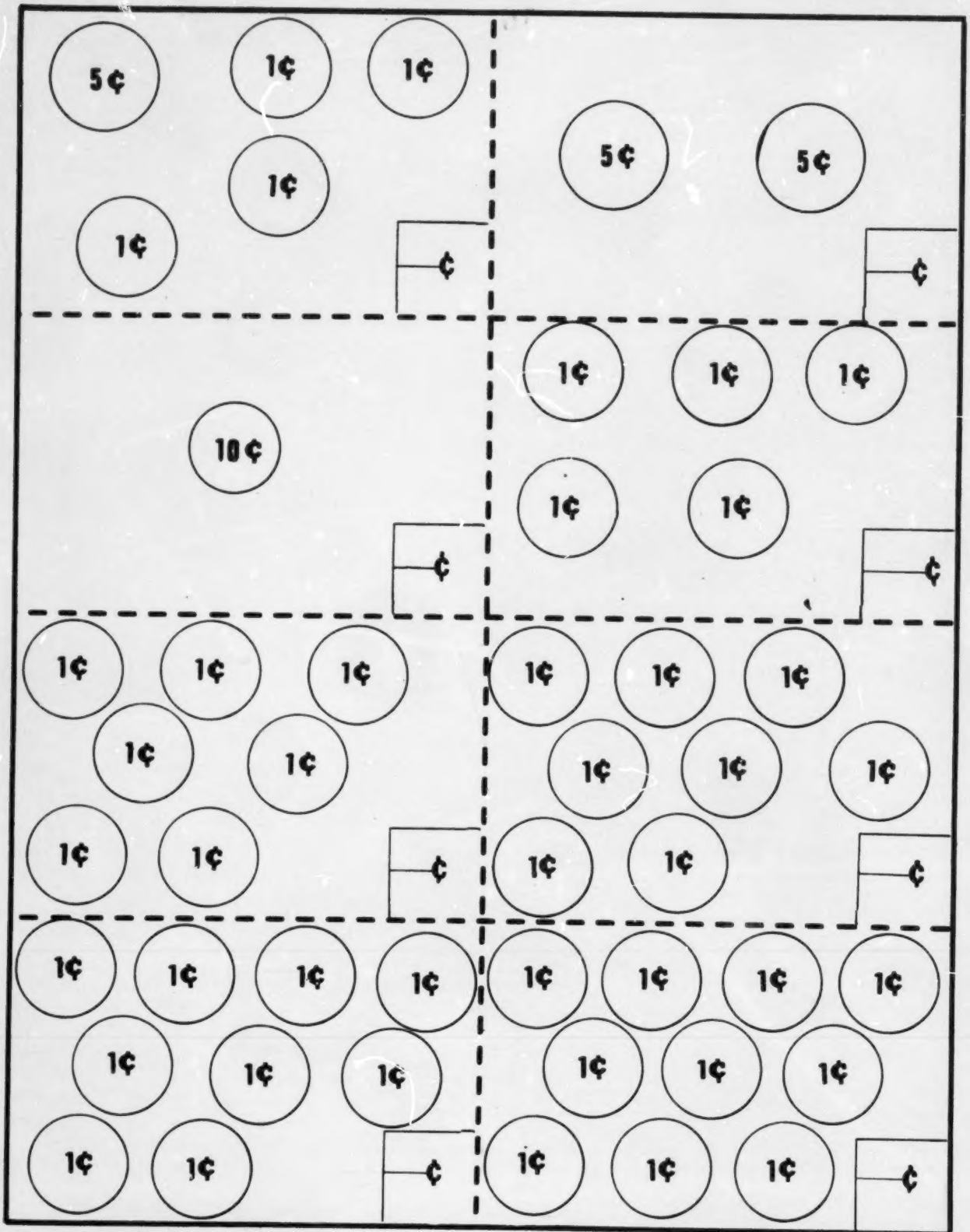

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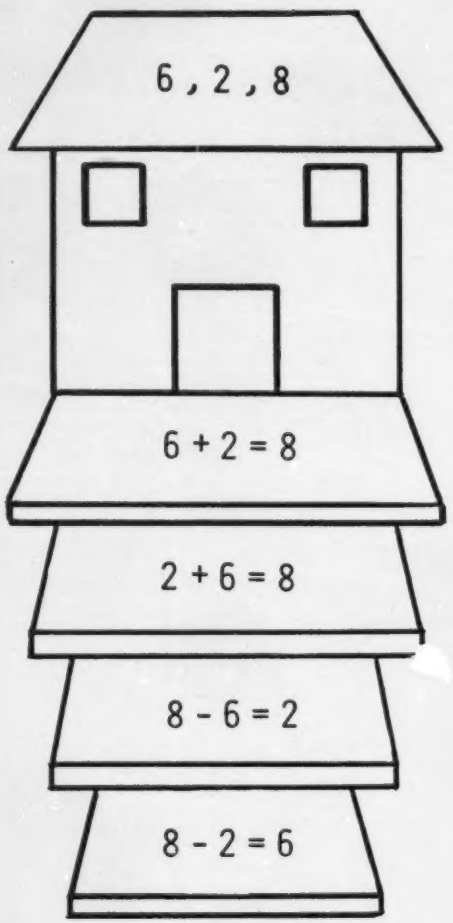
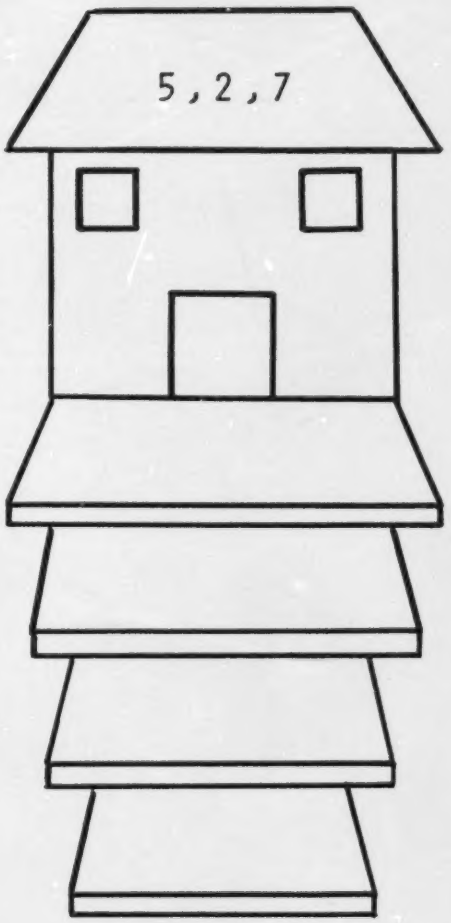
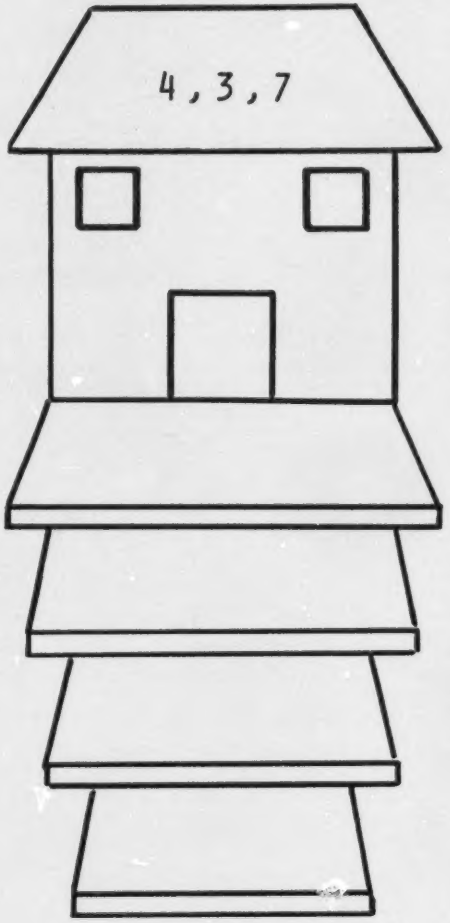
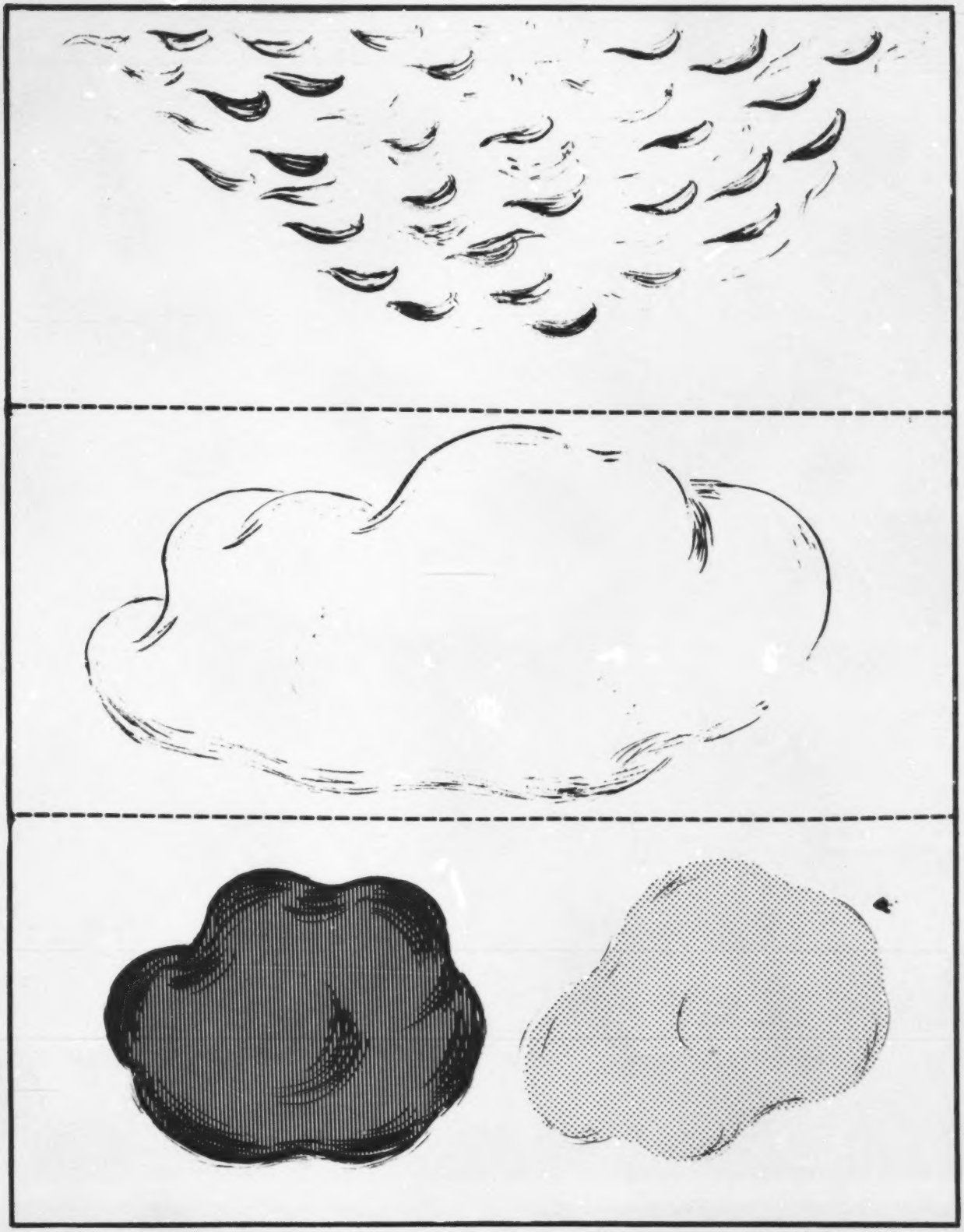

6 , 2 , 8
6 + 2 = 8
2 + 6 = 8
8 - 6 = 2
8 - 2 = 6


5 , 2 , 7


4 , 3 , 7

102

103



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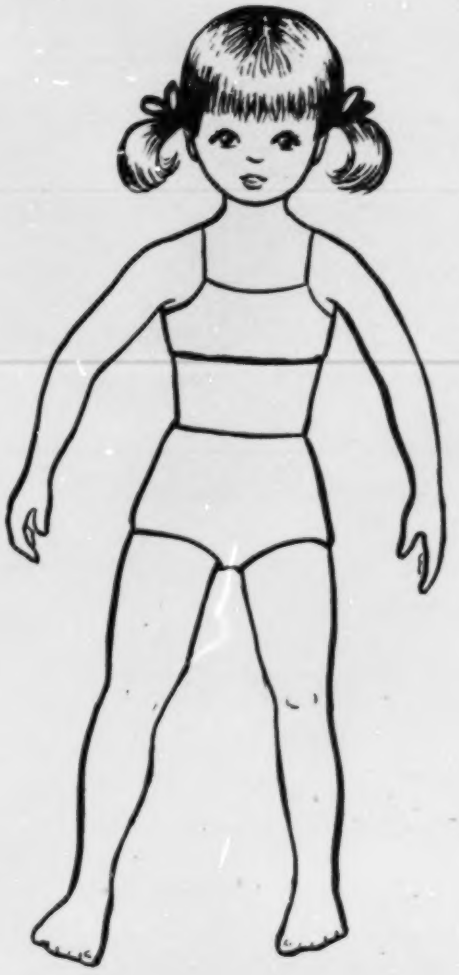

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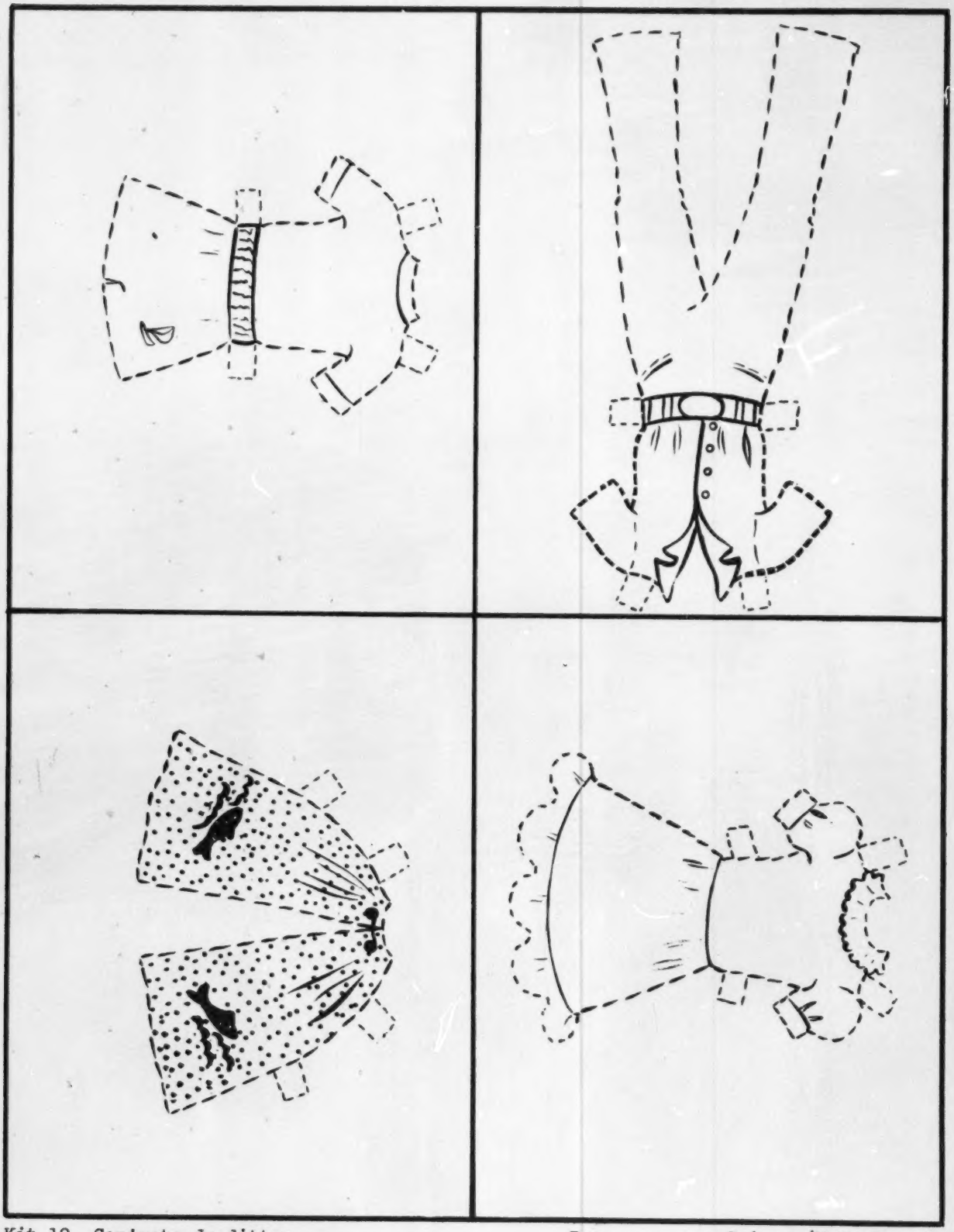
107



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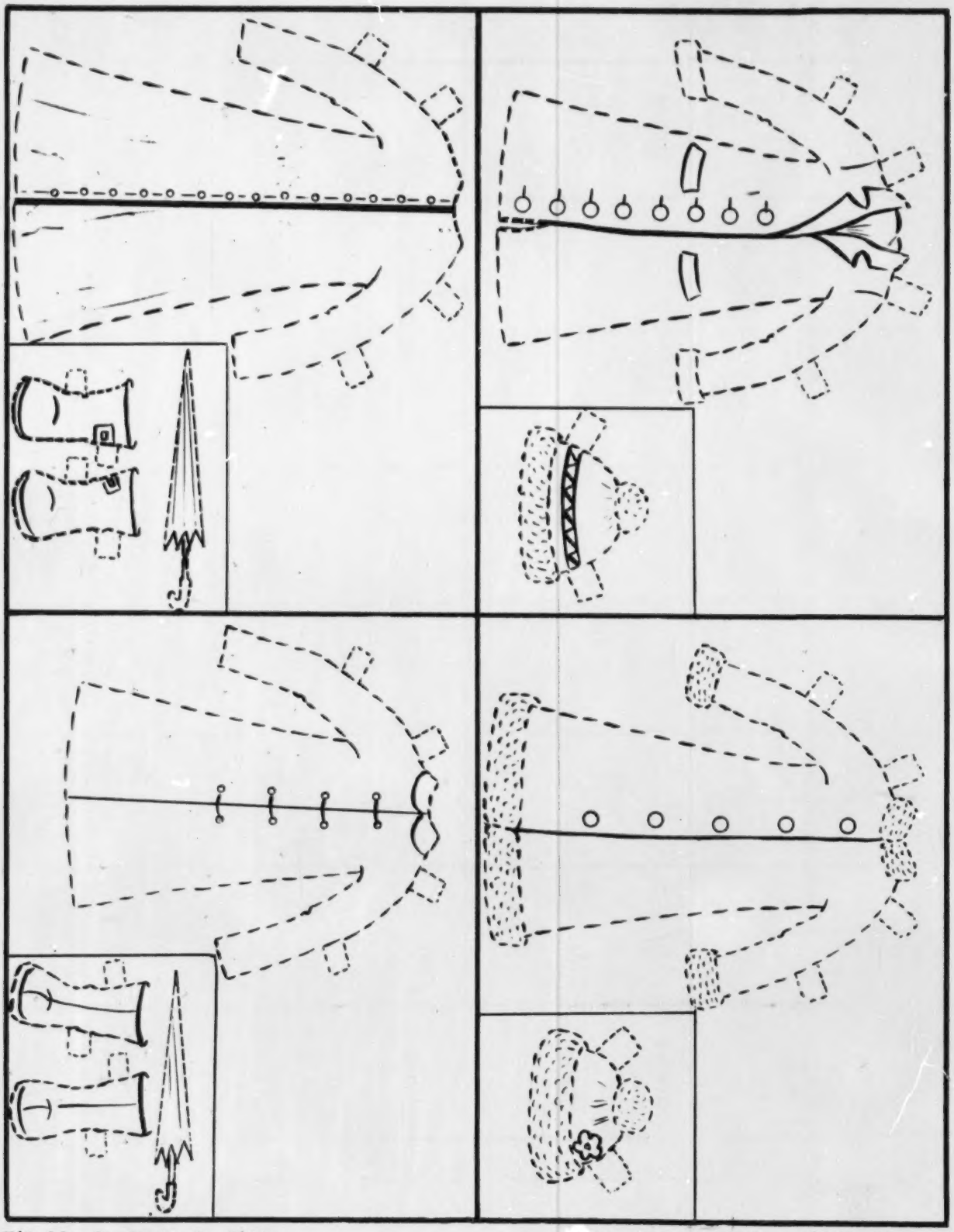

Kit 19, Conjunto de dittos

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PARTE A

0 1 2 3 4 5 6 7 8 9 10

5 + 4 = ¢	7 - 4 = ¢
6 - 2 = ¢	8 - 3 = ¢
3 + 7 = ¢	4 + 6 = ¢
4 - 3 = ¢	6 + 2 = ¢

PARTE B

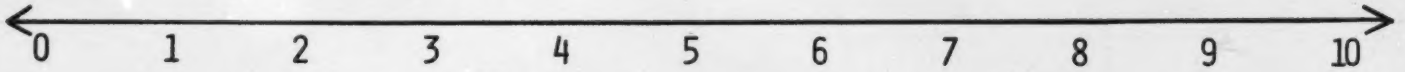
10 ◯ 5 = 5	5 ◯ 3 = 8
7 ◯ 6 = 1	6 ◯ 1 = 5
2 ◯ 7 = 9	9 ◯ 4 = 5
5 ◯ 2 = 7	1 ◯ 8 = 9

PARTE C	
7 - ☐ = 4	2 + ☐ = 10
5 + ☐ = 6	4 + ☐ = 8
8 - ☐ = 2	☐ - 2 = 5
☐ - 3 = 3	2 + ☐ = 10
PARTE D 5 , 3 , 8	4 , 3 , 7
6 , 2 , 8	4 , 5 , 9

Nombre _____ Fecha _____

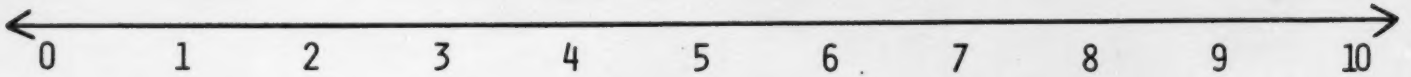
1

$7 + \square = 10$



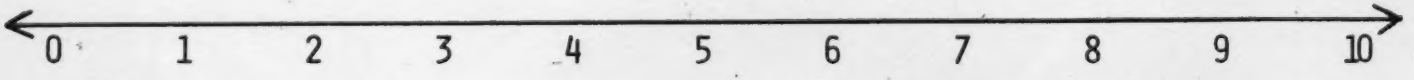
2

$\square + 8 = 9$



3

$4 + 4 = \square$



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Para usar con Science/Math Strand

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Kit 19, Conjunto de dittos

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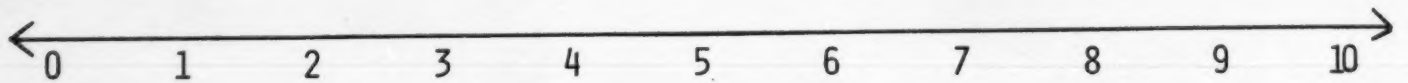
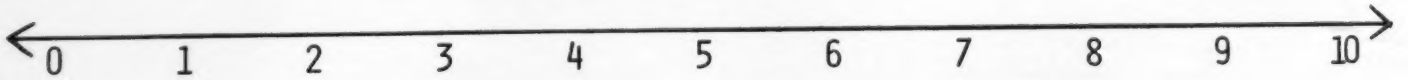
Nombre _____ Fecha _____

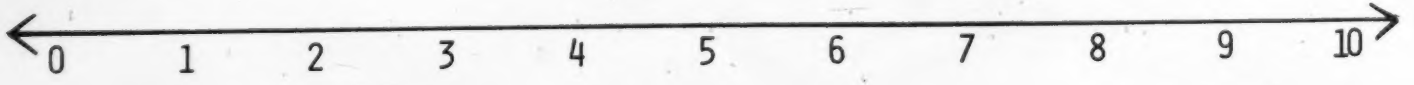
4 $6 - \square = 3$



5 $\square - 7 = 2$



6 $8 - \square = 1$



Nombre _____ Fecha _____

claras.

En un día de lluvia las nubes están

oscuras.

caluroso.

Un día de sol es

fresco.

claro.

En un día de lluvia el cielo está

nublado.

claro.

En un día de sol el cielo está

nublado.

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Kit 19, Conjunto de dittos

KIT 20

(Pages 31-46)

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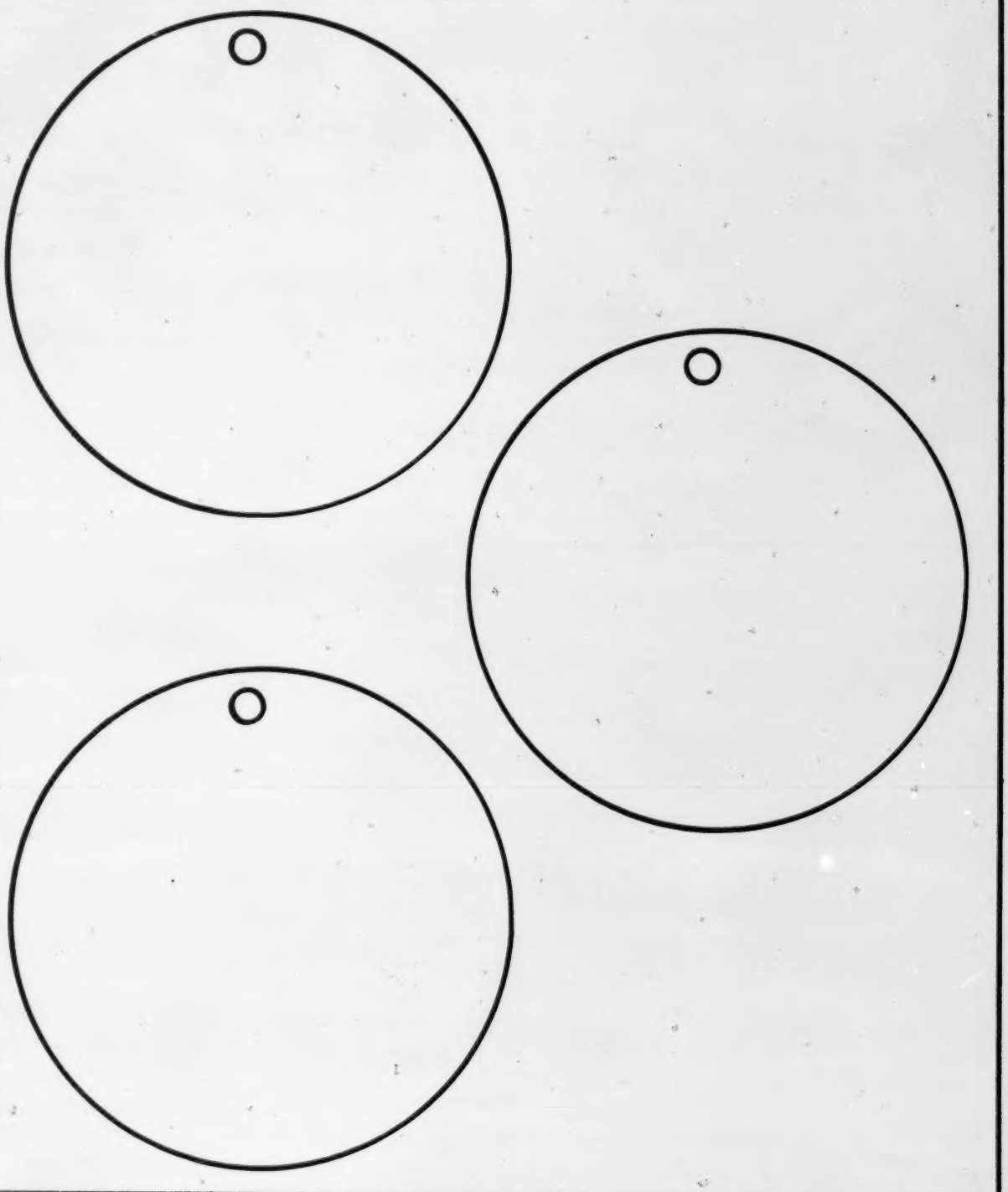
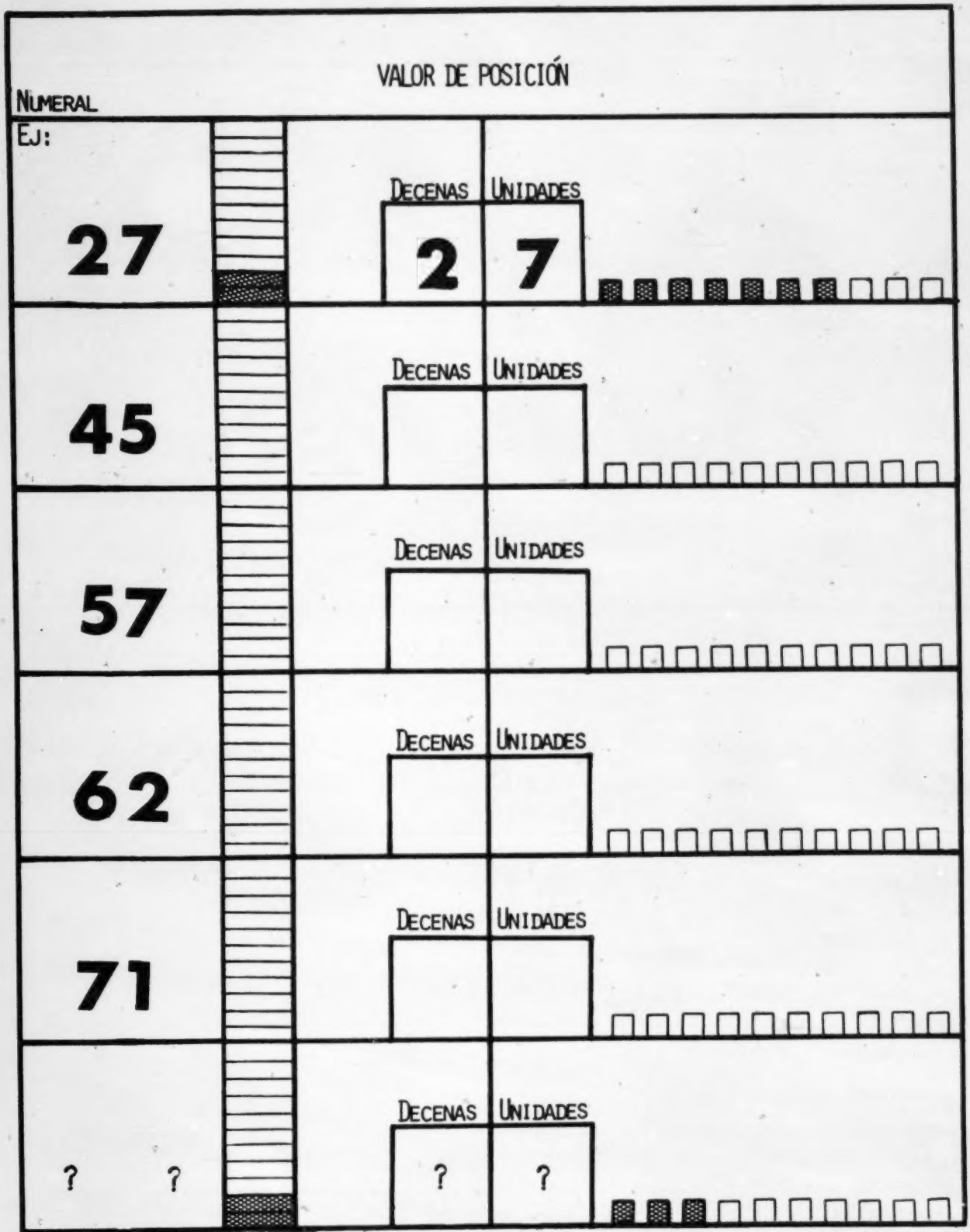
TABLA DE SUMAR

+											
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8		
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7			
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6				
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5					
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4						
7	7 + 0	7 + 1	7 + 2	7 + 3							
8	8 + 0	8 + 1	8 + 2								
9	9 + 0	9 + 1									
10	10 + 0										

MOLDE PARA HACER CÍRCULOS




VALOR DE POSICIÓN
NUMERAL
EJ:
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DECENAS
UNIDADES
2
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45
DECENAS
UNIDADES
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DECENAS
UNIDADES
62
DECENAS
UNIDADES
71
DECENAS
UNIDADES
? ?
DECENAS
UNIDADES
?
?

MAESTRA

DIRECTOR O PRINCIPAL

NIÑA

NIÑO

ENFERMERA

CONSERJE

BIBLIOTECARIA

SECRETARIA

Kit 20, Conjunto de dittos

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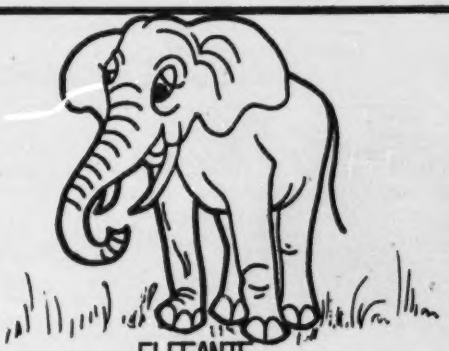
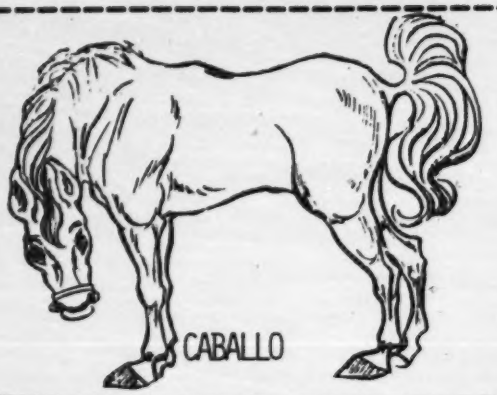
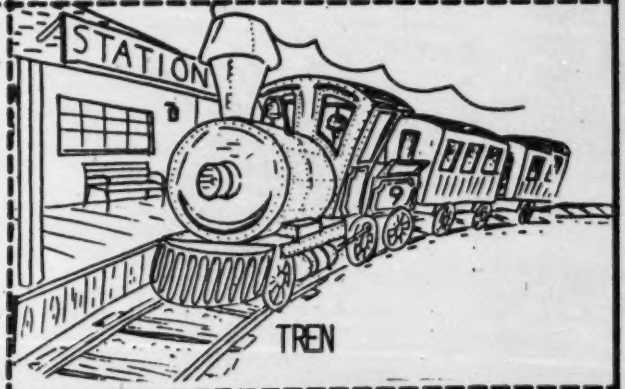
MAESTRA DE MÚSICA



ELEFANTE



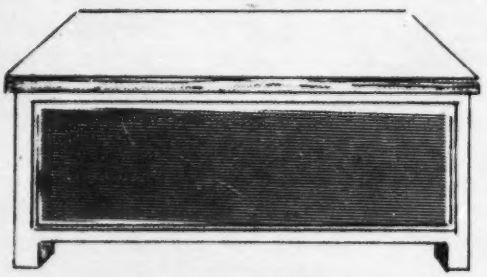
CABALLO



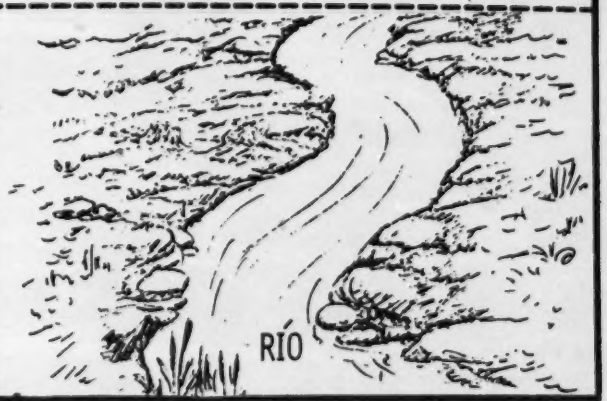
TREN

AEROPLANO

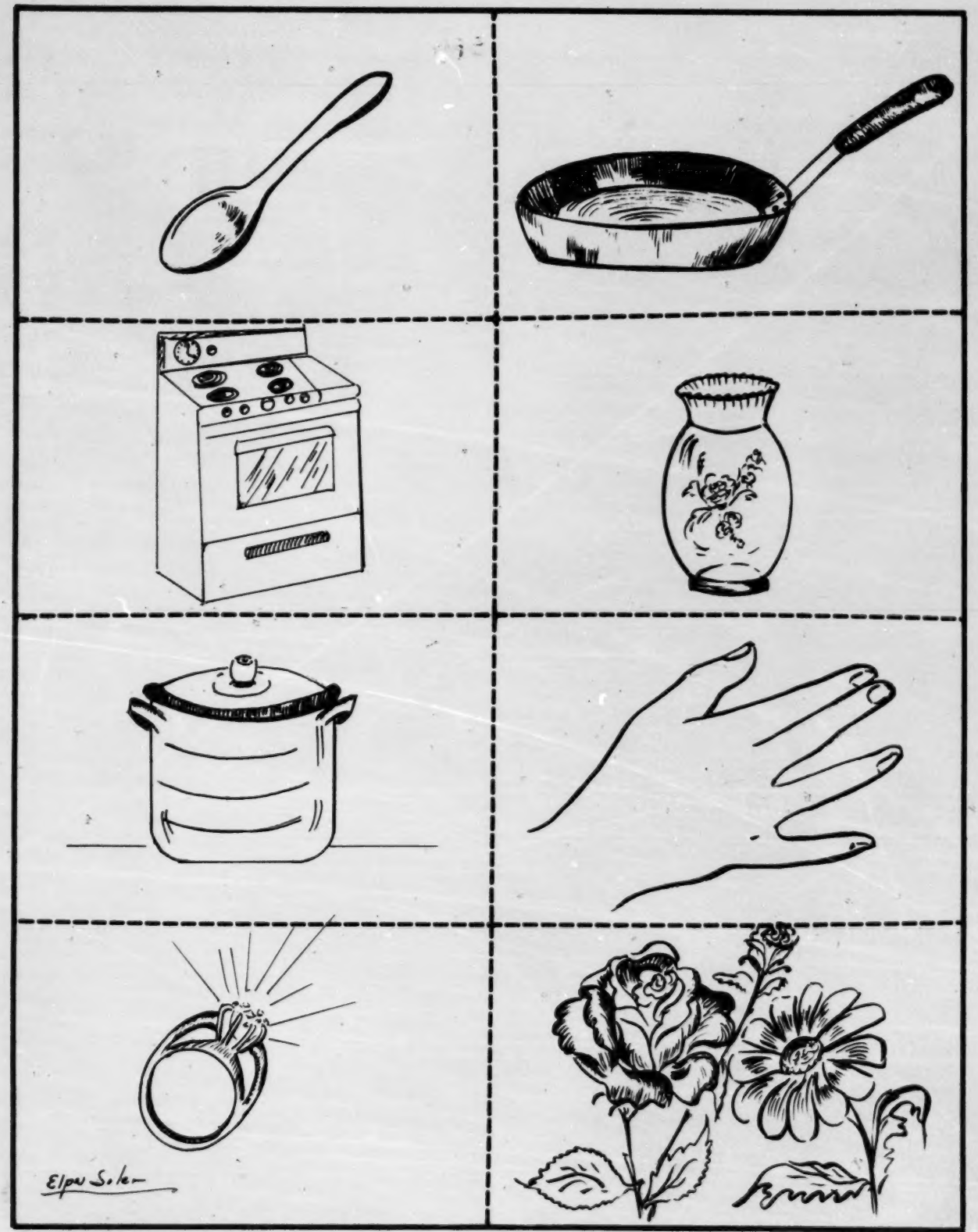
SILLA



ESCRITORIO

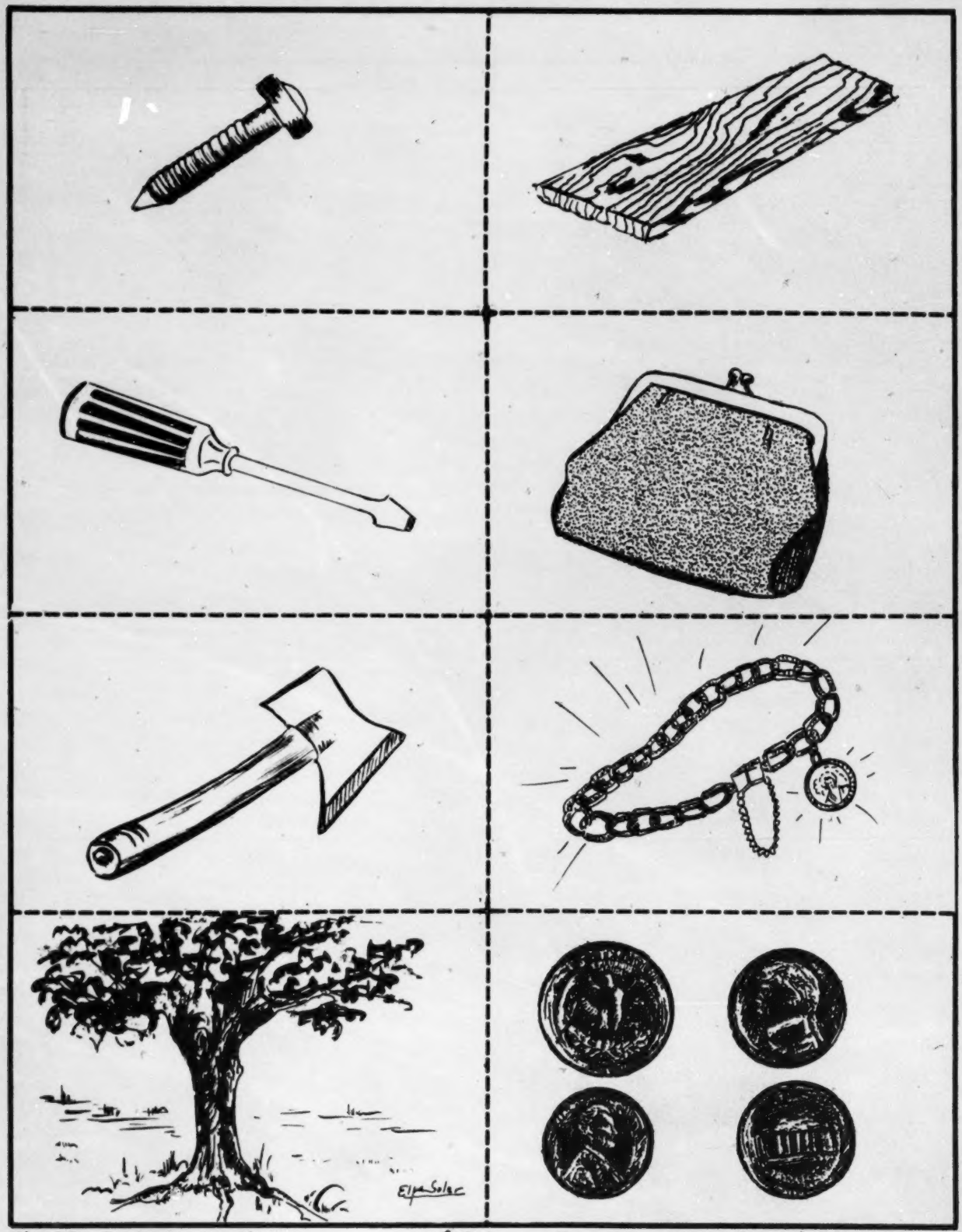


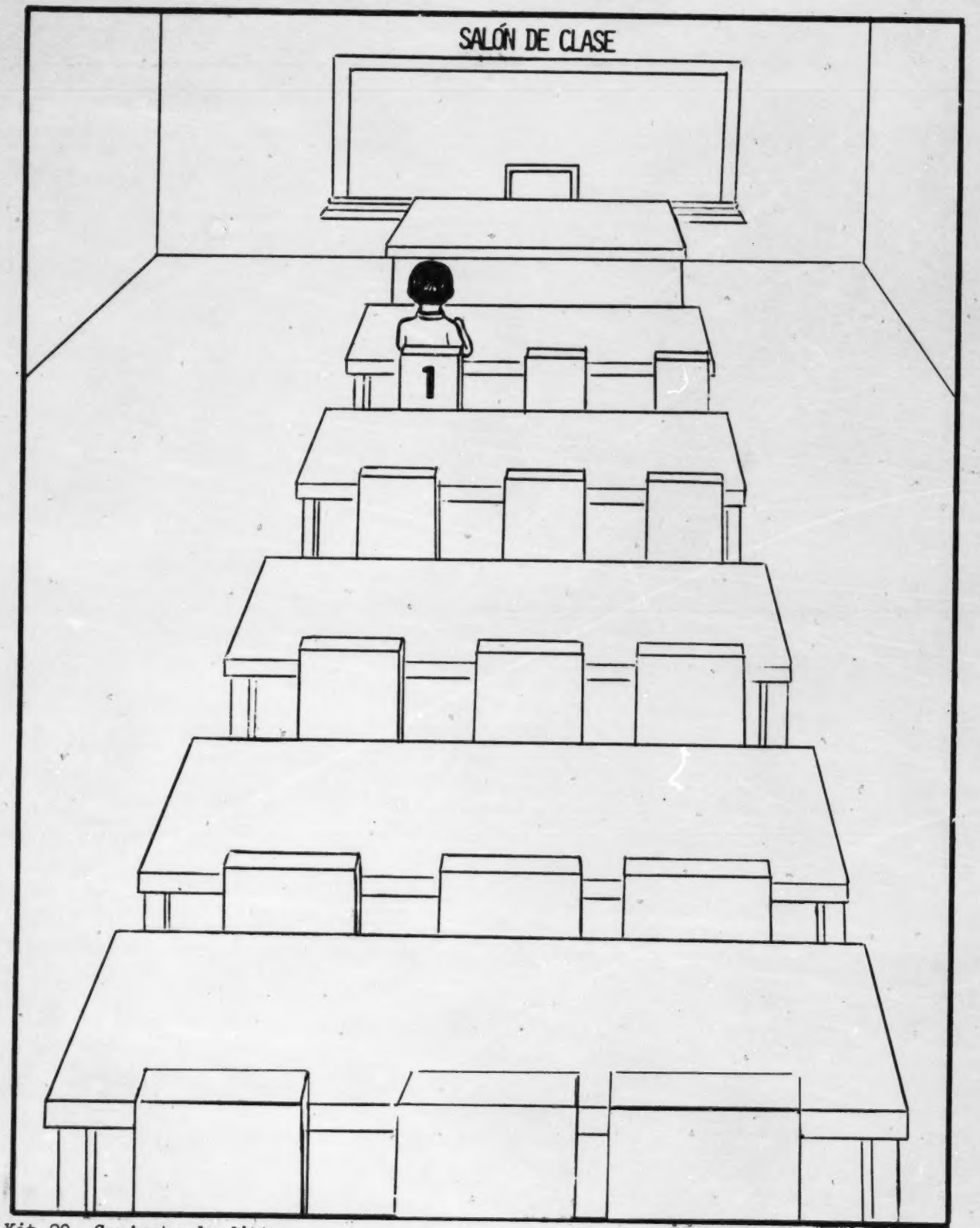
RÍO

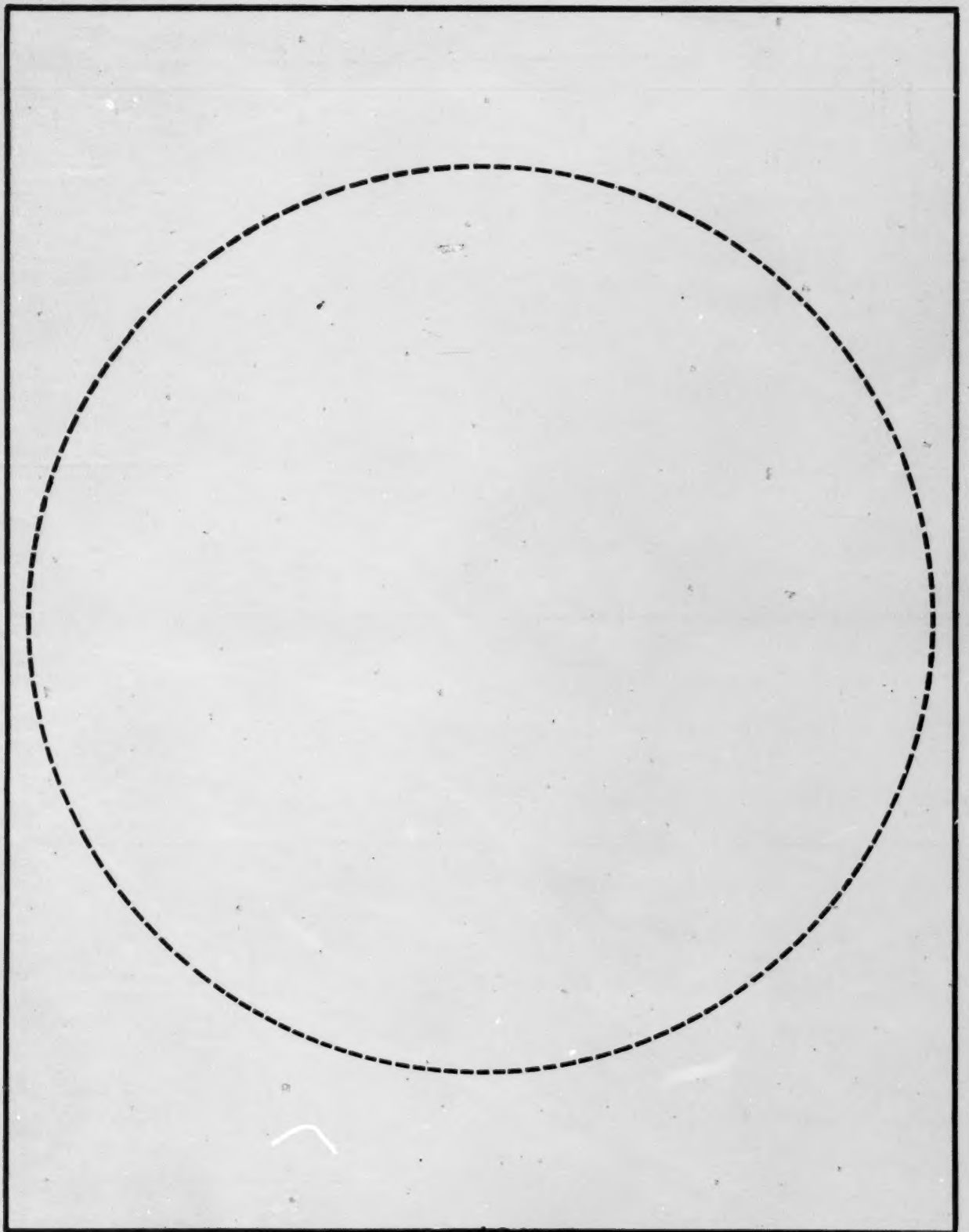


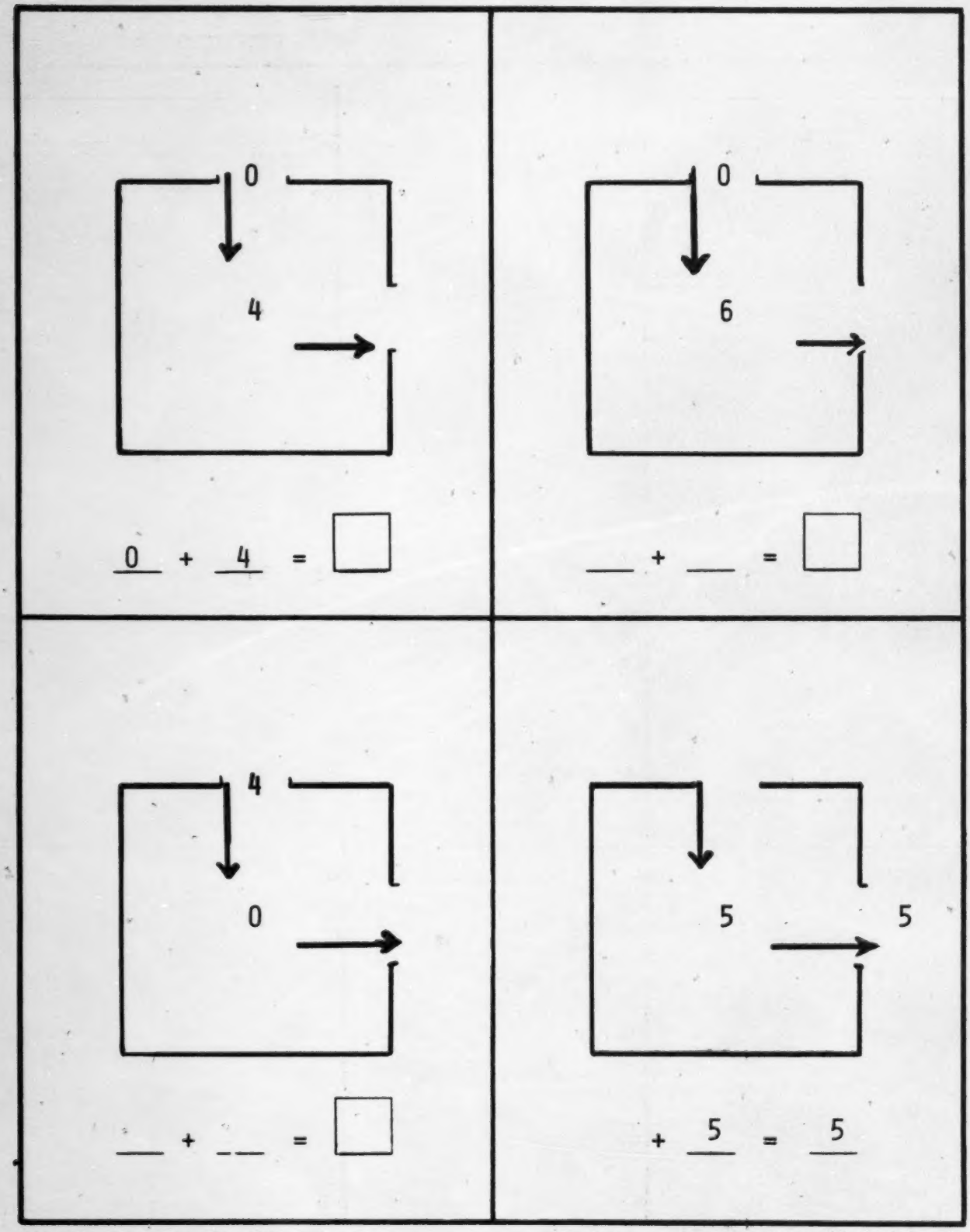
Kit 20, Conjunto de dittos

Para usar con Science/Math Strand


Elya Solar


SALÓN DE CLASE
1





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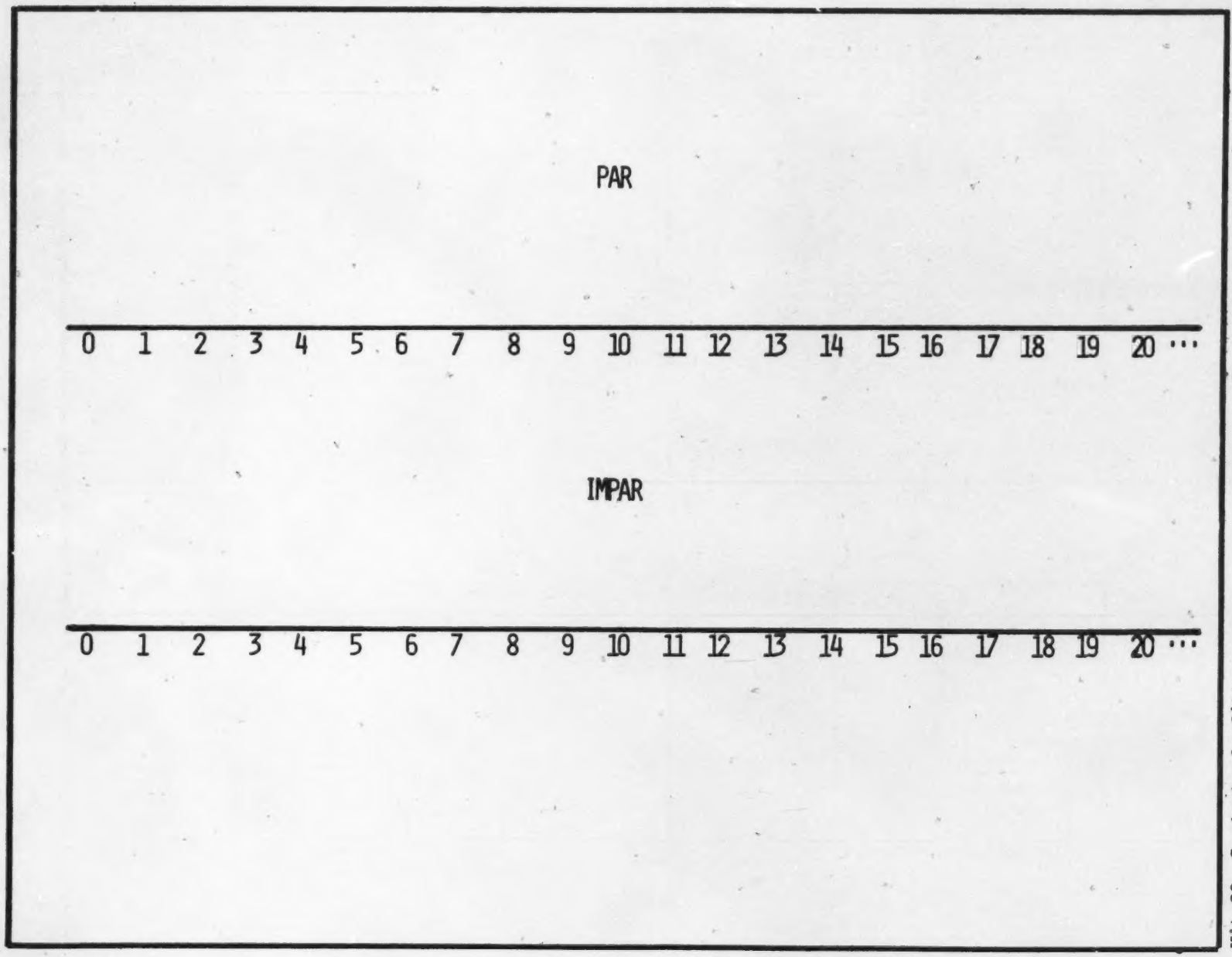
PAR
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 ...
IMPAR
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 ...

SECCIÓN 1								
0		4		8		12		16
18		22		26		30		34
36		40		44		48		50
52		56		60		64		68
SECCIÓN 2								
1		5		9		13		17
19		23		27		31		35
37		41		45		49		53
55		59		63		67		71

$3 + 6 = \square$

$2 + \square = 8$

$\square + 6 = 7$

$\square + 7 = 7$

$4 + \square = 7$

$8 - 3 = \square$

$6 - 3 = \square$

0	___	___	___	8
10	___	___	___	___
20	___	___	___	___
30	___	___	___	38

PARES IMPARES

1	___	___	___	9
11	___	___	___	___
21	___	___	___	___
31	___	___	___	39

PARES IMPARES

	DECENAS	UNIDADES
38 =	___ +	___
36 =	___ +	___
28 =	___ +	___
81 =	___ +	___
40 =	___ +	___
25 =	___ +	___

Nombre _____ Fecha _____

	DECENAS	UNIDADES
25		
36		
42		
67		
74		

Para usar con Science/Math Strand

Kit 20, Conjunto de dittos

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Nombre _____ Fecha _____